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LAKE FOREST ACADEMY



1913-14

AN OPEN LETTER
FROM THE HEADMASTER
TO PROSPECTIVE PATRONS



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AN OPEN LETTER FROM THE HEAD- MASTER TO PROSPECTIVE PATRONS

LAKE FOREST ACADEMY is so different from the prevailing type of school in the middle west that the Headmaster feels it necessary in the interest of fairness, both to prospective patrons and to the school, to accompany the catalogue with a straight talk, personal in its nature, regarding the spirit, aim, and policy of the institution.

The school is non-military. The type of boy that *needs* the discipline of a military school is not desired here. The rigorous, almost penal, system of military school life is necessary, perhaps, for some boys who are deficient in a spirit of manliness, honor, and self-respect. The boy in whom these qualities are developed to an average degree almost invariably responds to square manly treatment as a gentleman; to the honor system in some fundamental and vital things; to the feeling that the members of the faculty are his real friends and want to help him.

The school is not so large but that each master can and does know each boy intimately. The friendly spirit of co-operation and mutual helpfulness prevailing at Lake Forest between masters and boys is most exceptional.

The average boy also responds wonderfully to his association with other boys who are clean in thought and speech. Discriminating parents always want to know with what kind of boys their son is going to associate in a school. The character of the boys who are retained in a school is one of the most powerful of all factors in determining whether that school is worthy to undertake in large part the moulding of a boy's life during his preparatory school days, when his character more than at any other time is taking its permanent set for good or ill. *Too much emphasis cannot be laid on this element, which is basic in a school's influence.*

Frequently boys who by mistake have been placed in military schools, and who do not do well under that system, come to Lake Forest and develop into good students of the finest

and most manly type. Normal American boys resent the Continental idea of constant espionage, a suspicious and antagonistic system which implies that they are persistently intent upon wrongdoing. The whole tendency of modern education, which is sympathetic and helpful in its nature, is away from this idea. It is the policy of this school to regard a boy who is admitted to it as an honorable gentleman until he proves himself otherwise, and then he is dismissed.

Boys are placed on their word of honor as gentlemen in certain fundamental and vital things. The finest feature of such an honor system is that the boys themselves maintain it. That school which does not have the confidence and support of its boys cannot by any set of rules and punishments, however military and prison-like they may be, succeed in holding boys within the bounds it sets for them. It is one thing to force unwilling obedience from a boy under threat of punishment when he is under the immediate surveillance of one in authority, and an entirely different matter so to influence his life that he will by his own choice comport himself with decency and continence when the immediate supervision of the school authorities is not present or when he is living in the freedom of college life. Where boys regard the breaking of rules as a game which it is all right to play if they don't get caught, there the game will always go on.

Now it must not be inferred that boys are allowed to do as they please in this school. Far from that. We are proud of our discipline, but the methods by which it is made effective are quite different from the means commonly employed in military or semi-military schools. The good schools in the east have long ago passed through the military or semi-military stage, and now treat boys as honorable gentlemen, and on this basis their success has been marvelous.

But little can be learned about the real life among the boys in a school from the dress parade features. One patron expressed it aptly when he said: "You cannot judge by the front porch of a school. The better plan is to go around to the back porch. There is where you can learn of the real conditions in the school-boy's life." He meant that it is necessary to know what the boys do and say when not under the eye of a master; what kind of boys are in the school; what is the feeling

toward the gentleman's word of honor; what is the attitude toward religious life; what the boys will do to deter one of their number should he tend to go astray; what is the standard of scholarship which they must meet; how many go to college and what are their records in college; how the boys feel towards the school while they are in it and after they leave it; what kind of men compose the faculty; whether a system of "black marks" is employed; what is the real condition with reference to clean athletics; in what kind of a community the school is located; what are the general health conditions; what scientific work is done to promote health and body-building; what about the use of tobacco in the school; what kind of food is served them; what is the degree of contentment among the boys.

The foregoing are the factors below the surface which really determine the value of a school in a boy's life. Most of these things may be summed up in the phrase "spirit of the school," and the "spirit of the school" far surpasses all other things in importance. That school in which healthy, normal boys are sour and discontented; in which the system and spirit are such that they feel they are merely waiting to escape from it so they can "cut loose"; in which they seize every opportunity "to put something over on the Faculty," as they express it—that school is a failure, for there co-operation and mutual helpfulness are wanting.

We do not claim that Lake Forest Academy has ideal conditions in every respect, for the perfect school does not exist, but we do know that ideal conditions can be more nearly attained under our system than under any other.

Most of the factors which combine to make the spirit of the place are so intangible that it is very difficult to depict them in a catalogue. Therefore the catalogue is not an entirely satisfactory source of information concerning many of the important things about a school. Not only is the prospective patron handicapped in this regard, but what is more unfortunate, the information that can be given about the more concrete things is not always dependable. It is an easy matter to "doctor" or to "pad" a school catalogue. The largest, most handsomely bound, and most profusely illustrated catalogue does not by any means signify the best school.

Lake Forest Academy is not attempting to have its catalogue compete with the catalogues of other schools. That is not real competition in the eyes of discriminating patrons. Good buildings and modern equipment are very necessary, to be sure, in the maintenance of a high-class school, but many other things are absolutely essential; fine buildings alone do not mean a fine school. We are attempting in this school catalogue to be conservative in our statement concerning the plant and equipment; to be honest in what we say with reference to the spirit of the school and the purposes which it aims to accomplish.

The work of Lake Forest Academy is largely that of fitting boys for college, in scholarship, conduct, and character. The standard of work required in the various subjects is such as to enable boys to pass college entrance examinations for Yale, Harvard, Princeton, Massachusetts Institute of Technology, etc. Boys who intend to enter these institutions have their courses of study planned with great care, so that by passing their college entrance examinations in subjects which they have had in the academy they may enter without any conditions and excellently prepared. The work is shaped with that definite end in view, and able men of long experience in this work compose the faculty. Our graduates are also admitted without examination to all institutions which accept certificates. In recent years nearly every graduate has entered college.

It is the policy of the school to pay sufficient salaries to secure and retain in the faculty the best men available—a matter which should be carefully considered by everyone who is investigating preparatory schools.

Discriminating parents need not feel that it is still necessary to send their boys east to the non-military schools in order to secure the best possible preparatory education. One patron expressed the attitude of mind of a large number of parents when he said: "I am delighted to discover that at last it is not necessary to send my boy two thousand miles from home for eight years in order to have him go through four years of college successfully."

We foster all sane and normal athletics, believing that under proper guidance they constitute a very important phase

in school-boy life. The athletic coaches are gentlemen of the highest type, and the boys are taught to play the game for the game's sake. Crooked athletics and "ringers" are not tolerated in Lake Forest Academy. In addition to the work done in preparing the various athletic teams, particular and scientific attention is given the other boys in the school with a view to health and body building. It is by no means sufficient that a school shall merely turn out winning athletic teams.

The democracy prevailing in the school is of the most satisfactory type. The amount of money that a boy's family may possess has no bearing on his standing in the school. He is recognized for what he is. His success in the various school activities depends upon his own individual efforts.

The business policy in dealing with patrons is on the fair and square basis. We do not advertise a low rate of tuition and then make up for it by charging for a great many extras. Patrons who believe that a given school is cheap because it advertises a low rate should carefully investigate this matter of extra charges, or they may be disagreeably surprised at the yearly total. A high-class school cannot be maintained cheaply. The best men for masters, an ample supply of good food properly prepared and served, adequate heat and light, proper care and maintenance of the school plant—all these are expensive. Lake Forest Academy is an endowed institution, and is not operated for a profit. The patron may feel assured that all he pays in to the institution, and more, is expended in providing the best educational facilities for his son.

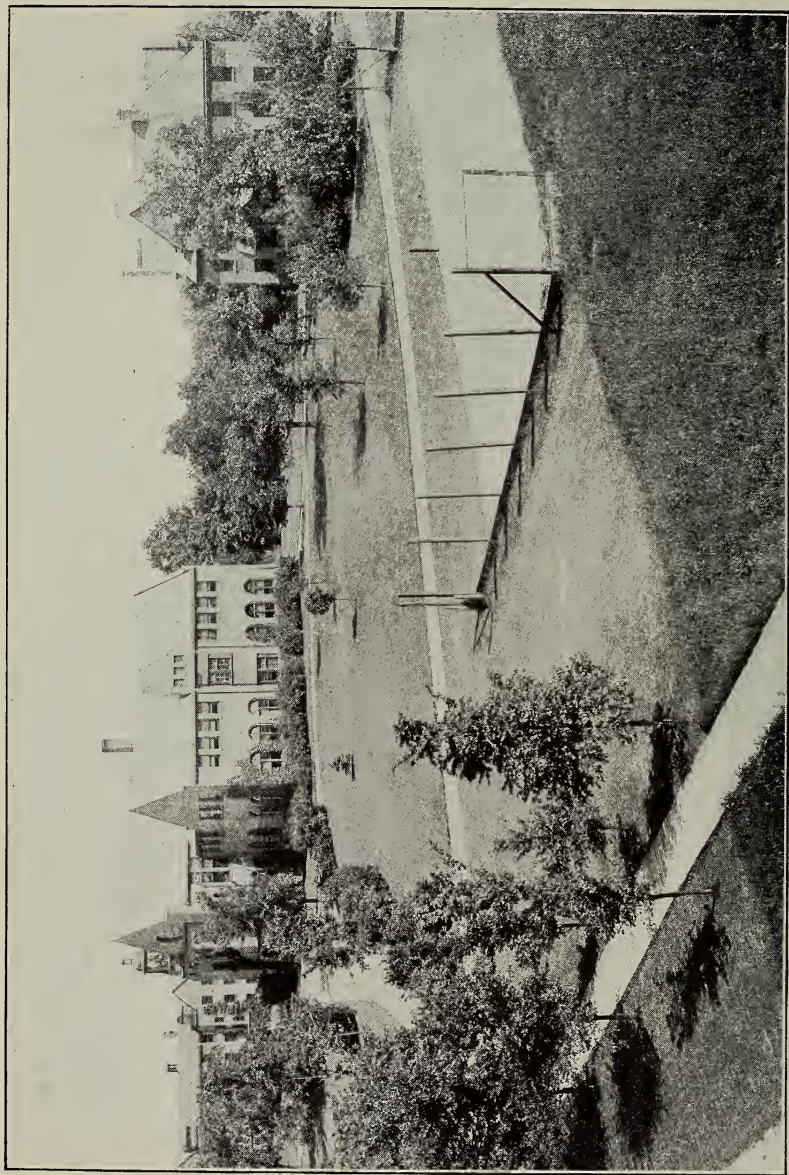
The parent, in deciding upon a school, should not only examine the catalogue carefully, but also, if opportunity offers, should make inquiry of students or patrons. But the most satisfactory way for all parties concerned is to pay the school a personal visit if it is at all possible. We are delighted to receive visitors at all times. Every day is visitors' day. The recitation rooms, the dormitories, the dining-room and kitchen—all parts of the school plant and organization are open for investigation at any time, and we hope to have the pleasure of a visit from any one who is at all interested in Lake Forest Academy.

Investigation should be made as early as possible in the year preceding that for which a place in the school is to be reserved, not only to secure complete information about the Academy, but also to insure consideration for the application. The number of vacancies in the school is necessarily limited, and applications are considered in the order in which they are received.

JOHN WAYNE RICHARDS,
Headmaster.

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The Campus from the West

LAKE FOREST ACADEMY

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CATALOGUE FOR 1913-14

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LAKE FOREST, ILLINOIS

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JOHN SCHOLTE NOLLEN, PH.D.

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CHARLES E. LATIMER, Assistant Treasurer

ACADEMY COMMITTEE

JOHN V. FARWELL, Chairman	ALBERT B. DICK
ALFRED L. BAKER	CLYDE M. CARR

FACULTY

ADDENDA

At the time the catalogue was printed, it was not possible to make the following announcements:

NEW MASTERS

Two masters will be added to the teaching staff. In all there will be five new members in the faculty:

RALPH HARLAN PIERCE, A. B., (Yale)

GEOFFREY LEE SAFFORD, A. B., (Yale)

JAMES MACKINTOSH HAYS, A. M., (Harvard)

FREDERICK WILLIAM HUNTER, A. B., (Harvard)

EVERETT L. WYMAN, A. B., (Colby; University of Paris)

SPANISH

There is such an increasing demand for Spanish that it is planned to have Mr. Richardson give a course in that subject, commencing in September, 1914.

IMPROVEMENTS

1. In spite of the fact that the school already uses water from artesian wells, a filtering plant costing \$5000 is being installed this summer, to make assurance doubly sure in the matter of health, and to provide water of crystal clearness for the swimming pool.

2. A new and complete electric light equipment is being installed.

3. The school library is being handsomely refurnished.

4. A new kitchen is being added at the west side of the serving pantry.

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M. *Mathematics*
(Ohio Northern University, Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Science*
SENIOR MASTER
(University of Wisconsin, Northwestern University)

CLARENCE BERTRAM HERSCHBERGER, A. B. *Mathematics*
DIRECTOR OF ATHLETICS
(University of Chicago)

GEORGE ARCHER FERGUSON, A. M. *Latin and Greek*
(Wabash College)

PAUL GRISWOLD HUSTON, A. M. *English*
(Princeton University)

WILLIAM JOHN MOIR, JR., PH. B. *Physical Training and Physiology*
(Iowa College, Harvard University)

HERMAN JOHN KNAPP, A. B. *History*
(Wabash College)

HENRY BRUSH RICHARDSON, A. M. *French and Latin*
(Yale University)

JOHN DANIEL ROADS, A. B. *German*
(Ohio Wesleyan University, University of Chicago, University
of Berlin)

CURTICE NELSON HITCHCOCK, A. B. *Debate and Public Speaking*
(University of Vermont)

GUSTAV BIRN. *Instrumental Music*

INSTRUCTORS

JOHN B. CORBETT.
..... *Mandolin, Guitar, Banjo; Director of Mandolin Club*

CHARLES W. MOUNTAIN. *Voice; Director of Glee Club*

MR. AND MRS. C. HENRY JACOBSEN. *Dancing and Æsthetics*

The Faculty List of the Country School for Boys will be found
on page 42.

LAKE FOREST ACADEMY

EXECUTIVE STAFF

BURSAR

C. E. LATIMER

SECRETARY

C. N. HITCHCOCK

CURATOR

P. W. BEHRENS

MATRON

MISS HELEN HARRINGTON

VISITING PHYSICIANS

ALFRED C. HAVEN, M. D.

B. N. PARMENTER, M. D.

RESIDENT NURSE

MISS JULIA JANSEN

SUPERINTENDENT OF BUILDINGS AND GROUNDS

GEORGE BAUMAN

CARPENTER

WILLIAM CARLSON

ACADEMY CALENDAR

1914

June	12-14.	Commencement.
June	15-20.	Entrance Examinations by the College Board for boys going to Yale, Harvard, Princeton, etc.

SCHOOL YEAR 1914-1915

1914

September	16.	Wednesday (2 P. M.)	<i>Autumn Term Begins</i>
November	26.	Thursday . . .	Thanksgiving Day (Holiday)
December	17.	Thursday (noon)	Autumn term ends
			Christmas vacation of three weeks.

1915

January	5.	Tuesday (7 P. M.)	<i>Winter Term Begins</i>
February	7.	Sunday	Day of Prayer
February	19-20.	. . . . .	Midwinter Festivities
March	18.	Thursday (noon)	Winter term ends
			Spring vacation of eleven days.
March	30.	Tuesday (7 P. M.)	<i>Spring Term Begins</i>
May	29.	Saturday . . .	Memorial Day (Holiday)
June	12.	Saturday . . .	Commencement Day
June	13.	Sunday	Sermon to Graduating Class



Durand House



Remsen House

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LAKE FOREST ACADEMY

LOCATION

LAKE FOREST ACADEMY is situated in the little city of Lake Forest, Illinois, about twenty-eight miles north of Chicago. The city is one of the most beautiful of the many beautiful places along the western shore of Lake Michigan. Its pleasant winding roads lead beneath shady trees, over wooded ravines, past the grounds of handsome homes, past the green campus of Academy to the high bluffs and the sandy beach of the lake. The city charter forbids the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about twenty minutes' walk to the southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may easily be found among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good clean air and living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational

institution that would be near Chicago, and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the city of Lake Forest. During the summer of the following year, a charter was secured and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893 the Academy moved to its own campus where the present houses and school building had been recently erected. In 1906, the Academy gymnasium was opened, and within the last two years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the fifty years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution. An annual banquet is given and informal meetings are held in Chicago during the year. Charles S. Holt was the first president of the organization, John V. Farwell succeeding him in 1907, Cornelius M. Trowbridge in 1908, George H. Lamberton in 1910, and William S. Kline in 1911.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable conditions for instruction, study and the proper training of character.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large proportion of her graduates who are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Lake Forest, Michigan, Minnesota and Nebraska. College entrance examinations for Yale, Harvard and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit without examination students from the best preparatory schools.

Written tests are very frequent, and are an important factor in the estimate of the student's attainments and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the term.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised every two weeks.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS OFFICERS

That boys and masters may be as close together as possible in their mutual work, the school has instituted a system of class officers. Certain masters are appointed as class officers. Each class officer has a small group of boys assigned to him

and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate to the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy really showing an earnest desire to do better has been turned away from Lake Forest, yet the bad and incorrigible boy is easily and quickly discovered. As long as a boy improves in spirit and in work, the best the Academy has is at his service. When growth stops, the boy stops.

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday mornings, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the needs of young men, and the messages brought to the students deal briefly and helpfully with the vital things of



Views on the Campus

their lives. During the past year the greater number of these talks have been given by the Headmaster.

On Monday mornings, instead of attending prayers in the Chapel, the classes meet for Bible study. Very frequently there is an outside speaker at the Chapel exercises. The Rev. W. H. W. Boyle, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, and the Rev. John Timothy Stone are among those who have brought religious messages at such times.

BUILDINGS

The three house-dormitories in which the boys and the masters live are grouped in a semicircle behind Reid Hall. This, the gift of Mr. and Mrs. Simon J. Reid of Lake Forest, contains eight recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and the usual furnishings of busts, pictures, casts, maps, and books. The laboratories are unusually well equipped for the study of physics and chemistry in a preparatory school. East House, with accommodations for thirty-eight boys, is the largest of the student residences; Remsen House, the gift of Mr. and Mrs. Ezra J. Warner, holds thirty-two; and Durand House, the gift of Mr. Henry C. Durand, twenty-eight. In general, each boy has his own room, but in the case of brothers or of two boys of excellent standing, two and three room suites are occasionally permitted. In these rooms the boys do their evening study if they are in good standing. There is one common dining-hall in Remsen House. The unmarried masters and the married masters and their families take their meals in the dining-hall at the tables with the boys.

In no part of the school equipment is the boy more interested than in the Gymnasium. The Lake Forest Academy Gymnasium, good when first erected six years ago, has been so enlarged within the last year as to be scarcely recognizable. To the large room with its banked running track and clear

space of 100 x 45 feet for basketball, indoor baseball, and other games, has now been added a large apparatus room, 45 x 25 feet, a swimming tank, 60 x 20 feet, and an enclosed cinder track for indoor work in winter. Besides there is a large dressing room with steel lockers and the usual showers and toilet rooms. All the activities in the Gymnasium are very closely watched by Mr. Moir, the physical instructor. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

HOSPITALS

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.00 per day. The value of the hospital and equipment is \$20,000.00.

The "Lake Forest Hospital for Contagious Diseases" offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last two years the value of the school plant and equipment has been increased by nearly \$40,000.00.

In 1912 the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$9,000.00.

Within the past year the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.00.

New marble shower baths; new plumbing and sewage improvements, \$6,000.00.

A great increase in the capacity of the central heating plant and new steam line, \$6,000.00.

Repainting and redecorating buildings, \$3,000.00.

New seats in all recitation rooms and new pews in chapel, \$1,500.00.

A system of electric gongs installed; new blackboards placed in all recitation rooms.

The apartments of the Headmaster and several of the Masters have been remodelled and improved. A large water filter has been installed and improvements have been made in fire protection. These latter items amount to several thousand dollars.

The value of the Academy plant and equipment now approximates \$400,000.00.

DAILY APPOINTMENTS

The arrangement of daily appointments is as follows:

7:00.	Rising-bell.
7:30.	Breakfast.
8:10.	Chapel.
8:30-1:00.	Recitations and study.
1:10.	Dinner.
1:45-5:30.	Recreation.
5:30-6:25.	Study for boys seriously deficient in work.
6:30.	Supper.
7:00-7:30.	Recreation.
7:30-9:30.	Study.
10:00.	Lights out.

SUNDAY APPOINTMENTS

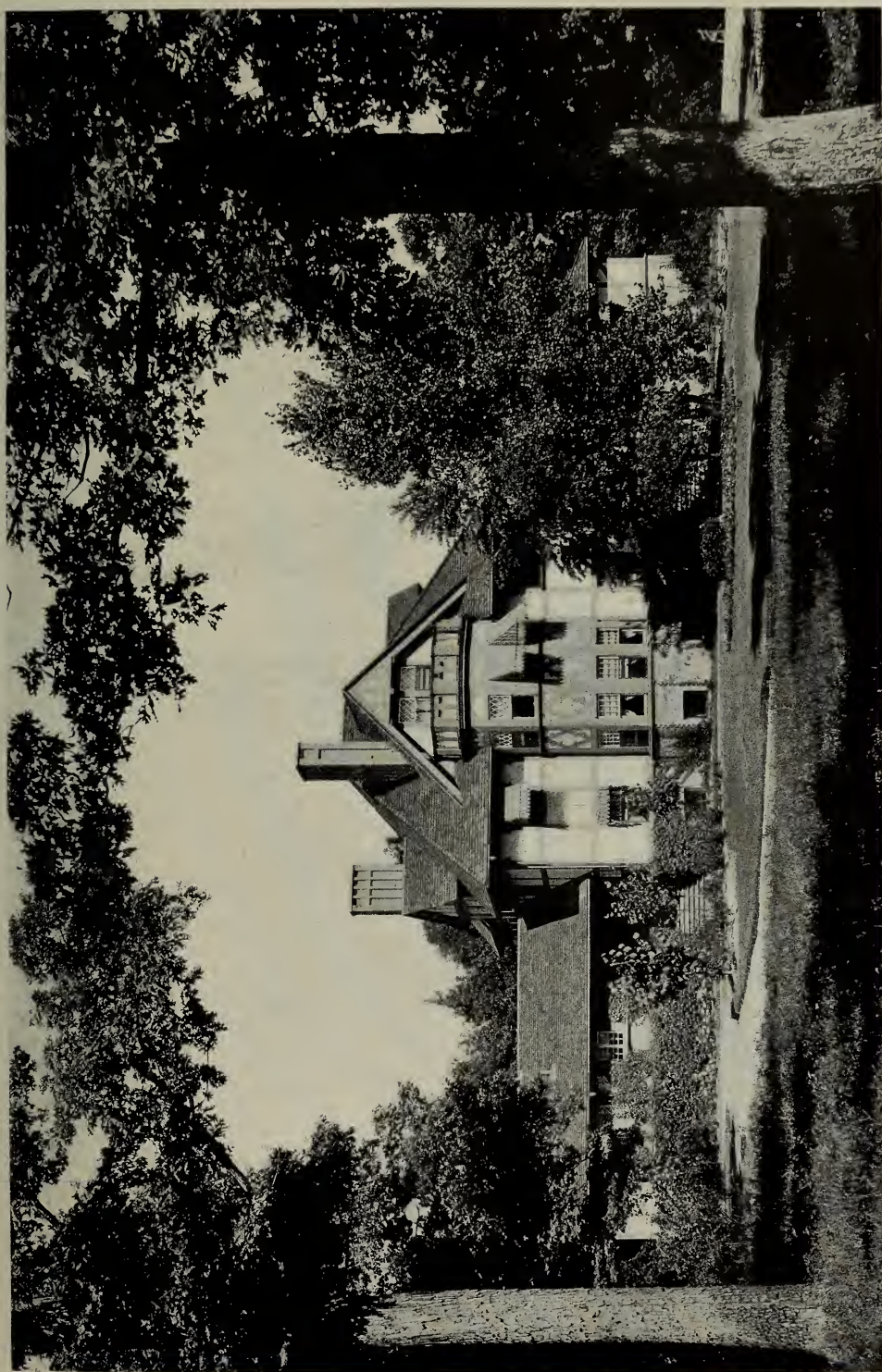
8:00.	Rising-bell.
8:40.	Breakfast.
10:45.	Church.
1:15.	Dinner.
5:15.	Vesper service.
6:00.	Supper.
10:00.	Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory may be dismissed from the Academy though no formal charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own



Alice Home Hospital

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responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonitions or for serious and deliberate violations of rules. If a boy receives four censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

If a boy should break his word of honor he would be instantly dismissed.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer. No students except those having an exceptionally good record in scholarship and conduct, will be admitted to the Senior Class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the first form are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, unusual opportunities are offered to day students. The location of the school, in the center of the North Shore Territory, makes it easy of access to many boys of different communities.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases telegrams or long distance telephone calls should be addressed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four forms, of which the fourth, or senior form, is the highest. In order to

receive a diploma from the Academy a student must have satisfactorily completed at least fifteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the fifteen credits ten are required as follows:

Four credits in English;
Two credits in Mathematics;
Two credits in one foreign language;
One credit in a laboratory science;
One credit in History.

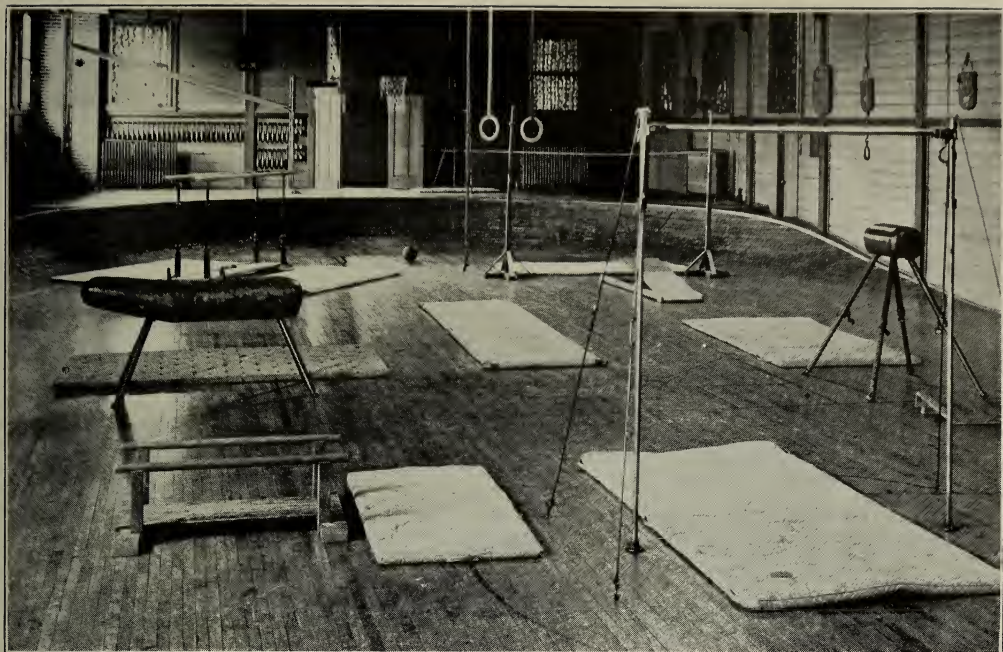
The remaining five credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school.

ARRANGEMENTS OF SUBJECTS BY YEARS

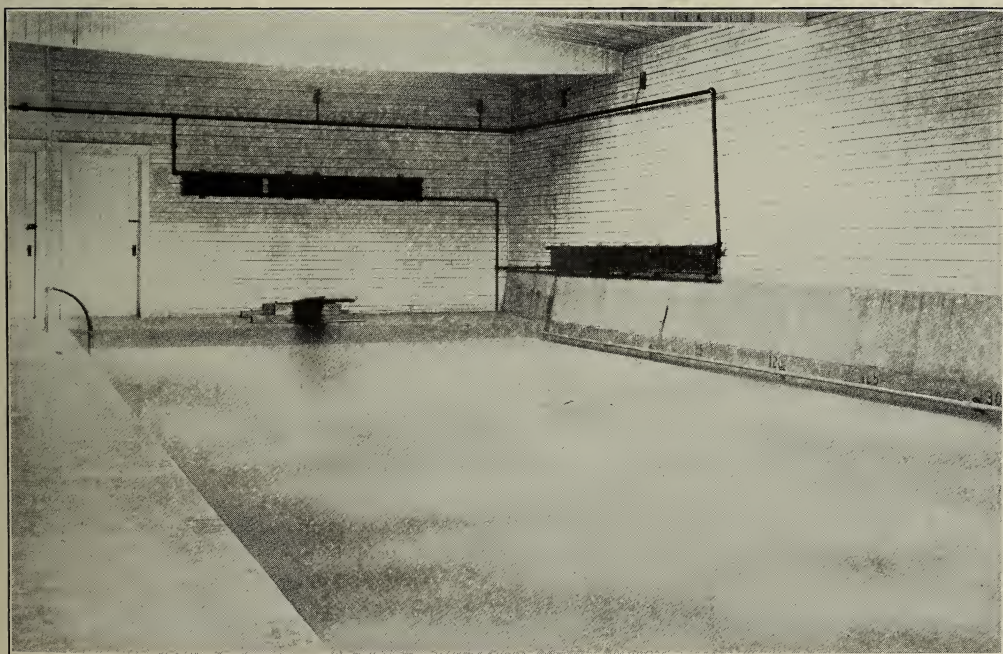
	Courses	College Entrance Examinations
First Form	Latin I (6) Algebra I (5) English I (5) Physiology (4) ($\frac{1}{2}$ yr.) Physiography (4) ($\frac{1}{2}$ yr.) Ancient History (5)	Ancient History
Second Form	Latin II (5) Algebra II (4) English II (4) French I (4) German I (5) Greek I (5)	{ Cæsar-Nepos Latin Grammar Elementary Composition Algebra I and II
Third Form	Latin III (5) Plane Geometry (5) English III (4) French II (4) German II (4) Greek II (5) English History (4) Chemistry (5)	{ Cicero-Sallust Advanced Composition Plane Geometry English A French A German A { Anabasis Greek Grammar and Composition English History Chemistry
Fourth Form	Latin IV (4) English IV (4) United States History and Civics (5) Greek III (4) Physics (5) Advanced Algebra (2) Trigonometry (2) Solid Geometry (3) French III (4) German III (4)	Vergil-Ovid. English B United States History Iliad Physics Advanced Algebra Trigonometry Solid Geometry French B German B

The figures in parentheses following the various subjects indicate the number of hours per week.

The second column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, etc., is prepared for, and when he is best fitted to take them.



One End of the Gymnasium



The Swimming Pool

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COURSE OF STUDY

FIRST FORM

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice; *Grammar*, once.

Text-books in Composition—

First Term—CLASS-ROOM: Cooper, "The Last of the Mohicans."

Second Term—CLASS-ROOM: Irving, "Sketch-Book"; Whittier, "Snow Bound"; Stevenson, "Treasure Island."

Third Term—CLASS-ROOM: Parkman, "The Oregon Trail"; Lowell, "The Vision of Sir Launfal."

Text-book in Rhetoric (throughout the year)—"Elementary English Composition" (Sykes).

Text-book in Grammar (throughout the year)—"A Brief English Grammar" (Scott and Buck).

LATIN—"Latin for Beginners" (D'Ooge).

MATHEMATICS—"Elementary Algebra" (Hawkes-Luby-Touton), five times a week.

HISTORY—ANCIENT. "Story of the Ancient World" (Westerman); "Ivanhoe" Map Series; reference work in Guerber, "Myths of Greece and Rome," in Botsford's Histories of Greece and Rome, etc. Outlines showing the chief events in their relative order and importance are furnished by the instructor, filled out by the students and form the basis of a permanent note-book for review work.

SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Elementary Physiology" (Foster and Shore). One-half year.

PHYSICAL GEOGRAPHY—"Physical Geography" (Salisbury). One-half year.

SECOND FORM

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice.

Text-books in Composition—

First Term—CLASS-ROOM: Defoe, "Robinson Crusoe"; Goldsmith, "The Traveller" and "The Deserted Village;" Franklin, "Autobiography."

Second Term—CLASS-ROOM: Gray, "Elegy in a Country Churchyard"; Burns, Selections; Coleridge, "The Rime of the Ancient Mariner," etc.; Scott, "The Lady of the Lake."

Third Term—CLASS-ROOM: Scott, "Kenilworth."

Text-book in Rhetoric (throughout the year)—"Beginnings of Rhetoric and Composition" (A. H. Hill).

LATIN—Cæsar, Books I-IV (Walker); Review of Grammar; Prose Composition (Scott and Van Tuyl).

GREEK—"The Elements of Greek" (Ball).

FRENCH—Grammar, "Elementary French" (Aldrich and Foster); Daudet, "La Dernière Classe"; Play, Erckmann-Chatrian, "Le Juif Polonais."

GERMAN—Elements of Grammar (three times a week), oral and written composition (once a week), completing Spanhoofd's "Elementarbuch". Reading and translating (once a week), completing Spanhoofd's "Erstes Lesebuch"; German script, pronunciation and committing of easy poetry.

MATHEMATICS—Required Algebra, through quadratics, completed (Hawkes-Luby-Touton). Four times a week.

THIRD FORM

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice.

Text-books in Composition—

First Term—CLASS-ROOM: Shakespeare, "Henry V," "As You Like it" and "The Merchant of Venice."

Second Term—CLASS-ROOM: Tennyson, "The Princess" and "Idylls of the King" (three idylls).

Third Term—CLASS-ROOM: Macaulay, "Lays of Ancient Rome"; Stevenson, "An Inland Voyage" and "Travels with a Donkey."

Text-books in Rhetoric (throughout the year)—"English Composition" (Lamont).

LATIN—Cicero, "In Catilinam", "De Imperio Pompei", "Pro Archia", "Pro Marcello" (Johnston and Kingery); Prose (Bennett).

GREEK—"Anabasis" (Goodwin and White); Review of Grammar.

FRENCH—Grammar, Review based on Aldrich and Foster's "Elementary French"; Composition, "French Composition (Koren); Reading, Mérimée, "Quatre Contes"; Labiche et Martin, "La Poudre aux Yeux"; Maupassant, "Contes Choisis."

GERMAN—Essentials of Grammar reviewed, oral and written composition, completing Bernhardt's "German Composition." Reading and translating of about 150 pages from "Aus Nah und Fern"; Beck, "Blinder Eifer schadet nur"; Zschokke, "Der zerbrochene Krug"; Eckstein, "Der Besuch im Karzer"; "Till Eulenspiegel"; Mauley, "Ein Sommer in Deutschland." Several German poems committed; pronunciation and vocabulary emphasized.

MATHEMATICS—Plane Geometry (Phillips and Fisher), five times a week.

SCIENCE—Chemistry (McPherson and Henderson). Lectures, recitations, laboratory work.

HISTORY — ENGLISH. "Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Frequent references are assigned on special topics, the chief books used being the standard texts by Greene, Stubbs, Hallam, etc. Outlines furnished by the instructor are filled out by the students, forming a complete synopsis for review purposes.

FOURTH FORM

ENGLISH—*Advanced Composition*, twice a week; *Review Composition and Rhetoric*, twice.

Text-books in Advanced Composition—

First Term—CLASS-ROOM: Shakespeare, "Macbeth."

Second Term—CLASS-ROOM: Milton, "L'Allegro," "Il Penseroso," "Comus"; Macaulay, "Life of Johnson."

Third Term—CLASS-ROOM: Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Speeches and Inaugurals.

For those students intending to enter Yale, Harvard or Princeton, a general review is made during the final year of at least ten necessary books (selected) on the college requirements for "Reading," distributed among the "Groups" according to the stipulations.

Text-books in Rhetoric (throughout the year)—"Paragraph-Writing" (Scott and Denney); "Specimens of Discourse" (Andrews).

LATIN—Virgil; "Aeneid," Books I-VI (Bennett); Sight Reading; Prose (Bennett).

GREEK—Iliad, Books I-III, or equivalent amount of Odyssey (Seymour); Prose.

FRENCH—Advanced Composition, "French Syntax and Composition" (Vreeland and Koren); Reading, Molière, "Le Médecin Malgré Lui"; Mérimée, "Carmen and Other Stories"; Potter, "Dix Contes Modernes"; Rostand, "Cyrano de Bergerac."

GERMAN—Composition work, reviewing incidentally the essentials of grammar, alternating with Vocabularstudien, completing Fossler's "Practical German Composition". Constant attention to practical conversation. Reading and occasional translation of about 400 pages selected from: "Aus Nah und Fern;" Thiergen, "Am Deutsche Herde"; Goethe, "Hermann und Dorothea"; Rhiel, "Der Fluch der Schönheit; Schiller, "Das Lied von der Glocke"; Lessing, "Minna von Barnhelm"; idioms are emphasized throughout the year and several of Heine's lyrics committed.

HISTORY—AMERICAN. "American History" (Muzzey); "Ivanhoe" Map Series. The study of the regular text-book is supplemented by reference assigned to special topics in such standard texts as those of Parkman, Wilson, etc. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note-book.

CIVICS—The course in American History is supplemented also by regular work in civics, using Forman's "American Re-



East House



The Gymnasium

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public" as a basis for study, reference being made to selected topics in Bryce's "American Commonwealth."

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Phillips and Strong), twice a week. Advanced Algebra (Hawkes), twice a week.

SCIENCE—Physics (Millikan and Gale); Lectures, recitations, laboratory work.

ENGLISH DEPARTMENT

It is the aim of the English Department to cultivate in the students a love for good reading, as well as the power to express themselves correctly and effectively. The practice in Composition is based upon topics drawn both from the everyday experiences of the boys and from the books studied in the classroom, but with the emphasis laid largely upon the latter.

In addition to satisfying the demands of the colleges in accordance with the stipulations of the uniform English entrance requirements, a review of Grammar is insisted upon in the First Form, and a varying course in Rhetoric is given throughout each of the four years. In all four forms, for purposes of review, there is held daily, throughout the year, a five-minute exercise in spelling, based inductively upon the books being read at the time; correct spelling and legible handwriting are also strictly required in all the work of the department. Whenever celebrated actors give performances of Shakespearian or other classical plays in Chicago, groups of students, under the supervision of a master, are allowed to attend them.

CLASSICAL DEPARTMENT

The purpose of the Classical Department is to support as much as possible not merely the older standard of culture as based upon the study of Latin and Greek, but also the newer that broadens and supplements the old by the requirement of

scientific and practical studies. The aim is not so much to put the stress on grammar as on the ability to read thoughtfully and understandingly the required classics, to appreciate them from the historical, social, and literary standpoints.

In Latin, D'Ooge's "Latin for Beginners" is used in the beginning work, where the emphasis must be placed on the acquirement of the forms. Scott and Van Tuyl's Prose Composition is used in connection with the Caesar, and Bennett's in connection with the Cicero and Vergil. In Caesar four of the Commentaries are read; in Vergil six books of the Aeneid; in Cicero the four orations against Catiline, the one for the Manilian Law, and that for Archias. An additional course of one-half year in Sallust or Ovid, with advanced prose composition, is offered for those who need this for their college entrance.

In Greek, Ball's "Elements of Greek" is used, four books of the Anabasis are read, and the first three of the Iliad (omitting the Catalogue) or an equivalent amount of the Odyssey.

GERMAN DEPARTMENT

The German course of three years is based upon the report of the Committee of Twelve. The conversational method is used so far as is practicable, but accuracy in grammar work is not sacrificed for it. The conversational work is limited for the most part to simple easy material related to the life and experience of the student. The student speaks some German in class from the outset; after the first half-year the conversation is practically all in German.

The aim of the course is not merely to prepare for college but to give the student a really practical accomplishment; after having pursued the course three years, the student should know the elements of German grammar, should have a definite speaking and writing vocabulary of at least 500 words, should be able to express himself in simple idiomatic German and to appreciate the less difficult German authors without translating.

In reading classics the geography and history of Germany are incidentally touched upon. An effort is made to give upper classmen a glimpse of German life in its various aspects. The classroom reading matter and the recent additions to the library have been chosen especially with a view to interesting boys in Germany and the Germans; furthermore the magazines "Über Land und Meer" and "Fliegende Blätter" are regularly taken and circulated, in order that the students in the higher classes may be kept abreast with the times as regards Germany. The students in German II and III read, in addition to classics, "Aus Nah und Fern," a carefully edited periodical of current events, jokes, poems and folk-songs, written in such German as is spoken in Germany to-day.

FRENCH DEPARTMENT

The courses in this Department are based on the recommendations of the Modern Language Association. The student is advised to have at least one year of Latin before beginning the study of French.

During the first year a complete knowledge of the grammar and the irregular verbs is acquired, with an introduction to simple French literature. The second year is devoted to composition and the reading of at least 400 pages of nineteenth century and contemporary literature. For the third year is reserved the study of specimens of seventeenth, eighteenth, and early nineteenth century literature. Thus the student is given a comprehensive knowledge of the language.

Throughout the entire course, conversation and dictation are made a regular part of the work. Great attention is paid to the accuracy of accent and pronunciation and the fluency of conversation. The latter subject is especially emphasized so that in the advanced classes French is used exclusively in conducting the class work.

SCIENCE DEPARTMENT

The study of Science begins in the First Form with Physiology and Physical Geography. Chemistry is studied in the Third and Physics in the Fourth Form.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, reagent racks, lockers and drawers, for twenty students. Reagents, glassware and special apparatus are accessible at all times.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.



Reid Hall



The Physics Laboratory

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HISTORY DEPARTMENT

The work in the History Department is designed to secure three results: first, a comprehensive knowledge of the important facts of history; second, a system which shall lead the student to think historically and to use historical material intelligently; third, an interest in the subject which shall continue beyond the school or college course. Every effort is made to develop in the student a true liking for history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works or in collections of extracts from the sources, and talks by the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to original map work. A notebook is required and all written work is preserved for submission to college entrance examiners.

MATHEMATICS DEPARTMENT

The courses in Mathematics are planned to meet the entrance requirements of the leading universities and technical schools. All courses extend throughout the entire school year, so that each student will be in the best possible shape to take the College Board entrance examinations in June.

The following courses are offered:

First Year Algebra.

Second Year Algebra, including the theory of indices and a thorough study of quadratic equations, graphs, arithmet-

ical and geometrical progressions, and the binominal theorem.

Plane Geometry.

Solid Geometry.

Plane Trigonometry.

Advanced Algebra. The course in Advanced Algebra meets the requirements of the scientific and engineering departments of such universities as Yale, Cornell and Massachusetts Institute of Technology.

DEBATE AND PUBLIC SPEAKING

During the winter term an elective course in argumentation is offered as an introduction to the college course the student will receive later, and opportunity is given for practice in public speaking and debate. From this class the school debating team is chosen. The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral growth of the students, Physical Training was established in 1910 as a regular department of the Academy. The aim of the department is to promote health, systematic bodily development and efficiency, to make a beginning in real physical education. The work is, therefore, required throughout the course.

Each boy is given a physical examination by the Physical Director at the beginning of each year. In case of individual need he is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions given from time to time as needed. A second ex-

amination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, tennis, basketball and cross country running. Although the Academy owns no course it has been possible at times to make special arrangements for golf. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. A special class in heavy apparatus is organized for advanced students who wish to work for the gymnasium team. In classes students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gym shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes. Considerable interest has been taken in archery during the last few years under the direction of Mr. E. J. Rendtorff, who won the American championship in June, 1913.

Swimming in the new gymnasium pool is a compulsory part of the work for those students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors. Instruction is also given in life saving and resuscitation.

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, gymnastics, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that athletes may compete with others of their own age and size. Lake Forest Acad-

emy teams have always made a creditable record for true sportsmanship in competition with the foremost preparatory schools in the Middle West. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics and in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. The Campus furnishes space for two diamonds, two football fields, five tennis courts, a one-fifth of a mile cinder track, and an outdoor basketball court.

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy. Students are allowed to compete in games only when they are in good physical condition.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To further encourage general development, the physical director has offered a prize for the winner of the all-round competition.

The health of the student is safeguarded in every possible way. The physical director keeps constant watch over sanitary and hygienic conditions. He makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar per day is charged, not including the physician's fees.



The Archery Club



The Main Athletic Field

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PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function and care of the body and of sanitary conditions under which we live. The course is for a half year and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Herr Gustav Birn in violin and piano, with Mr. Charles W. Mountain in voice, and with Mr. John B. Corbett in mandolin, guitar, and banjo. Charges for such study are extra. Herr Birn has charge of the music in chapel.

DANCING AND AESTHETICS

Lessons in dancing and aesthetics are given by Mr. C. Henry Jacobsen, a graduate of the University of Berlin. He is assisted in teaching ballroom etiquette and the modern dances by Mrs. Jacobsen. The exaggerated forms of the new dances are not tolerated.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course which has brought to Lake Forest many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The course for 1913-14 so far includes:

The Strollers Quartet; Mr. Strickland W. Gillilan, Humorist; Bohumir Kryl, the famous band-master and cornetist, and his two daughters, both accomplished musicians; Montraville Wood, Scientific Lecturer; Reno, Magician; Mr. Alfred Noyes, the English poet.

THE SCHOOL HOLIDAYS

The Academy celebrates Thanksgiving Day, Washington's Birthday and Memorial Day as school holidays. Appro-

priate exercises are conducted and the meaning of the occasions emphasized. The institution feels that youth should be strongly impressed with the true significance of our holidays and not be permitted to use them as mere recreation days.

Lincoln's Birthday, the Day of Prayer, and the anniversaries of notable men are observed with proper exercises.

EXPENSES

The tuition for day pupils is \$200.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils in single rooms is \$600.00, in suites \$650.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week. Of this amount \$10.00 must be paid when a room is engaged; this rule applies to old students as well as to new.

LABORATORY AND OTHER FEES

Elementary Physics or Chemistry . . . per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course per year \$10.00

Athletics per year 10.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Graduation Fee \$5.00

Vocal Lessons per lesson 1.50

Instrumental Lessons per lesson 1.50

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction is made for students who are dismissed or who leave after the opening of the year, except in cases of continued illness, and then under no condition will more than half the charges be refunded.* Of the \$600.00 charged for single rooms, \$350.00 is payable on the opening day of the school year, and \$250.00 on January 15th.

Parents are requested to allow only a limited amount of spending money. Some boys have only fifty cents a week; a dollar a week is a very liberal allowance. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book store in Reid Hall. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, and so on. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier and chair. Each boy is expected to bring:

2 Pairs of Sheets	3 Pillow Cases (Size of pillow 23 x 29 in.).
2 Pairs of Blankets	
2 Counterpanes (Size of bed 6 ft. x 3 ft. 6 in.).	6 Towels
	6 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys are advised to furnish in addition, a napkin ring, drinking glass, toilet soap, rugs (size of room 9 x 11 ft.), curtains (size of window 6 x 4½ ft.), brushes, bootblackening, and stormy weather clothes.

CARE OF ROOMS

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for the appearance of his own room. It is expected that each student exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.



The School Play

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<i>A Carter</i>	W. A. PEASE,	'14
<i>Jailer</i>	D. C. SMITH,	'14
Peasants, Sailors, etc.		

The scene is laid in the drawing-room of a country house near a small French sea-port, about 1840.

"FABRICATO"

<i>Adolphus Mundane, a minor poet</i>	A. C. HAVEN, JR.,	'14
<i>Henry Bathurst, a broker with a weakness for poetry</i>	W. H. WATKINS,	'15
<i>Claud Bathurst, his son</i>	C. D. TROWBRIDGE,	'16
<i>Charles Rogers, a newspaper man</i>	B. J. WOODBURY,	'14
<i>Lucy Standish, Mr. Mundane's niece</i>	E. L. HOLLINGSWORTH,	'16
<i>Mary, a maid</i>	DONALD MARVIN,	'17

The scene is laid in the living-room of a house on the North Shore, the day before yesterday.

THE MUSICAL CLUBS

The Glee and Mandolin Clubs give a concert each year during the Midwinter Festivities. In 1914 the joint concert was held in the Academy Chapel on the evening of February 20th. Both clubs were carefully trained, the Glee Club by Mr. Charles W. Mountain, and the Mandolin Club by Mr. John B. Corbett. Silver medals are awarded to the boys who compose the clubs.

PROGRAM

Old Black Joe	<i>Foster-Parks</i>
GLEE CLUB	
Isle of Winds	<i>Samuel Siegle</i>
MANDOLIN CLUB	
"Ching-a-Ling"	
"Show Me"	
GLEE CLUB	
Violin Solo—	
(a) Nattorno	<i>Bohm</i>
(b) Spanish Dance	<i>Sarasate</i>
HERR GUSTAV BIRN	

The Chafer and the Flower	W. H. Veit
	GLEE CLUB
Boola	Yale Song
	MANDOLIN CLUB
I Want to Sleep	Ernie Erdman
	F. W. KANN AND GLEE CLUB
Piano Solo—Ballade	Chopin
	HERR GUSTAV BIRN
Negro Dialect Song	
	C. W. MOUNTAIN
Alma Mater	M. Boyle
	GLEE CLUB

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

First Tenors—

R. G. OWSLEY
W. A. PEASE
R. A. WITT
J. B. BRIDGMAN

Second Tenors—

F. W. KANN
C. BAUER
W. H. WATKINS
A. R. CHARLTON
J. A. FINDLAY

Director—

CHARLES W. MOUNTAIN

First Basses—

W. J. MASON
D. C. SMITH
M. BOYLE
E. S. MAYER
L. M. BERGEN

Second Basses—

E. A. RANDALL
E. C. FRUDDEN
H. H. BELDING, JR.
A. H. SIBBERNSEN
H. A. DOWNING, JR.

MANDOLIN CLUB

First Mandolins—

W. HOUSTON
C. D. TROWBRIDGE
A. C. HAVEN, JR.

Director—

J. B. CORBETT

Second Mandolins—

F. R. SOWERS
O. M. BILHARZ
OTIS CHATFIELD-TAYLOR

Piano Accompaniment—

MISS HELEN HARRINGTON



The Glee Club



The Midwinter Dance

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THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1913-1914 was as follows:

BLACK

W. A. PEASE, President	S. B. FARWELL	C. R. KOZMINSKI
W. BALDWIN	E. C. FRUDDEN	ARTHUR LYON
C. P. BAUER	A. A. FRY	R. A. McWAID
J. L. BEAL	G. N. GOODNOW	E. S. MAYER
H. H. BELDING	ELLIS GRIFFITH	J. C. NASH
P. H. BERRYMAN	A. C. HAVEN	R. G. OWSLEY
J. B. BRIDGMAN	R. J. HILL	E. A. RANDALL
F. O. CAROTHERS	E. L. HOLLINGSWORTH	D. C. SMITH, JR.
H. R. CARTER	H. S. HOUSTON	A. K. STEWART
A. R. CHARLTON	W. S. HOUSTON	P. A. STONE
J. R. DAVIS	C. C. INGERSOLL	G. T. SWANDALE
H. A. DOWNING	NIELS JENSEN	L. C. THOMPSON
	F. W. KANN	MITCHELL TODD

ORANGE

E. J. GLUEK, President	A. L. GREENE	E. M. SAMUEL
C. S. BAKER	C. A. HALL	A. H. SIBBERNSEN
J. O. BAUER	J. C. HAWKINS	S. M. SNYDER
LLOYD BERGEN	K. A. HUDSON	A. K. STEARNS, JR.
O. W. BILHARZ	E. C. ISOM	SHERMAN STEARNS
WM. BOYCE	D. D. JAMES	J. M. STUDEBAKER, III.
E. M. BOYLE	DONALD MCGINNIS	OTIS CHATFIELD-TAY-
F. A. COLEMAN	J. B. MALLERS, III.	LOR
F. R. COOK	RALPH MARBLE	C. D. TROWBRIDGE
H. C. COX	G. A. MARK	W. H. WATKINS
J. G. CURTIS	DONALD MARVIN	G. S. WATSON
J. A. FINDLAY	W. J. MASON	R. A. WITT
STUART FRENCH	J. A. MORGAN	B. J. WOODBURY
	CARL RUDOLPH	H. B. YOUNG

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1913-14 these officers are:

Football Captain	CHARLES A. HALL
Football Manager	F. O. CAROTHERS
Basketball Captain	W. A. PEASE
Basketball Manager	E. J. GLUEK
Track Captain	E. J. GLUEK
Baseball Captain	(To be elected)
Baseball Manager	C. C. INGERSOLL

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1913-14 were:

FIRST FOOTBALL, 1913

HALL, Captain	WITT	BERGEN
GLUEK	TODD	ISOM
BELDING	FRY	INGERSOLL
C. BAUER	MARBLE	PEASE
	CAROTHERS, Manager	

SECOND FOOTBALL, 1913

JAMES	H. HOUSTON	MALLERS
McWAID	CAROTHERS	HAWKINS
SAMUEL	STEWART	

THIRD FOOTBALL, 1913

CHARLTON, Captain	OWSLEY	CURTIS
MARVIN	K. STEANS	NASH
BEAL	GOODNOW	W. HOUSTON
HAVEN		TROWBRIGE



The Football Team, 1913



The Football Squad, 1913

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BASEBALL, 1913

ROWE, Captain	DeFRANCE	STEELE
PAMPEL	CLEMENS	TEFFT
BURCH	MARRIOTT	FRUDDEN
BISHOP	PEASE	WHEELER, Manager

TRACK, 1913

McMENEMY, Captain	HUTCHINSON	STAGER
BURCH	ZIGLER	GLUEK
		BOHLING, Manager

FIRST BASKETBALL, 1913-14

PEASE, Captain	THOMPSON	BERGEN
C. BAUER	GLUEK	GLUEK, Manager

SECOND BASKETBALL, 1913-14

MALLERS	MAYER	FRY
MARBLE	O. BAUER	CAROTHERS
INGERSOLL	COX	

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{3}{4}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{4}$ sec.
100 Yard Dash	Ingersoll	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{4}$ sec.
440 Yard Dash	Miller	:54 sec.
Mile Run	Legg	4:59 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (16 lbs.)	Bedell	38 ft. 6 in.
Shot Put (12 lbs.)	Alderman	46 ft. 4 in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Running High Jump	Bancker	5 ft. 8 $\frac{7}{8}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Smith	10 ft. 4 in.
20 Yard Dash (indoor)	Schnur	:02 $\frac{3}{4}$ sec.
40 Yard Dash (indoor)	<div style="display: inline-block; vertical-align: middle;"> <div style="font-size: 3em; vertical-align: middle; margin-right: 5px;">{</div> <div> Cooper Scott Zimmerman </div> </div>	:04 $\frac{4}{5}$ sec.
60 Yard Dash (indoor)	Schnur and Ingersoll	:06 $\frac{3}{4}$ sec.
300 Yard Dash	Ingersoll	:34 $\frac{1}{4}$ sec.

Relays

One Mile Relay (six men, indoor)	{ Bishop	}	3:48 $\frac{2}{5}$ sec.
	{ Miller		
	{ Flewellyn		
	{ DeBronkart		
	{ Haynes		
	{ Barger		
One Mile Relay (four men, indoor)	{ Bishop	}	3:48 $\frac{1}{2}$ sec.
	{ Percival		
	{ Miller		
	{ Flewellyn		

COMMENCEMENT

JUNE 13 AND 14, 1913

FRIDAY, JUNE 13.

Senior Breakfast	8:30 A. M.
Senior Promenade (The Gymnasium)	7:00 P. M.

SATURDAY, JUNE 14.

Irish-German Ball Game	10:00 A. M.
Archery Contest	11:00 A. M.
Luncheon (The Gymnasium)	12:30 P. M.

SPEAKERS

The Faculty	MR. GEORGE ARCHER FERGUSON
The Seniors	CHARLES HALE MATTHEWS
The School	SUMNER PAMPEL
The Parents	MR. W. J. MCCABE
The Parents	GENERAL E. C. YOUNG
The College	PRESIDENT JOHN S. NOLLEN
The Community	DR. W. H. W. BOYLE

COMMENCEMENT EXERCISES

REID HALL, 2:30 P. M.

Hymn—America.

Invocation REV. W. H. W. BOYLE, D. D.

Oration—Universal Peace PAUL R. BRADLEY

Music HERR GUSTAV BIRN



The Baseball Team, 1913



The Track Team, 1913

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Address—Overcrowded Professions . . . CHARLES C. BUELL, JR.
 Address—The Academy Foundation . . . THEODORE SAAL
 Music . . . MR. GEORGE BREWSTER
 Address—Class and School History . . . LEROY C. WHEELER

Class President

Awarding of Prizes
 Address to the Senior Class } . . . THE HEADMASTER
 Awarding of Diplomas }
 The School Song—Close of Term.
 Benediction . . . REV. J. M. WILSON

Reception in the Library to meet the Headmaster and Mrs. Lewis,
 the Faculty and the Graduating Class, 4:00 P. M.

PRIZES

THE HAVEN MEDAL is given annually by Dr. A. C. Haven of Lake Forest to the member of the graduating class who has had the highest average in scholarship during his Third and Fourth Form years.

THE ARTHUR SOMERVILLE REID MEDAL is given annually by Mrs. Simon J. Reid of Lake Forest to the member of the graduating class who has stood second during his Third and Fourth Form years.

THE HOWARD MORRIS ENGLISH PRIZE is given each year by Mr. Howard Morris of Milwaukee to the member of the Second Form who has done the best work in English during the year.

THE BOYLE ESSAY PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit for the best essay on an assigned subject.

THE CARR SPELLING PRIZE is offered by Mr. Clyde M. Carr of Lake Forest for the best grades in spelling.

THE RICHARDS DEBATE MEDALS are given by Mr. John W. Richards to the members of the school debating team.

THE BOYLE ATHLETIC PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit to the boy scoring the greatest number of points in the year's interscholastic contests.

THE TENNIS CUP. This silver cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

THE WILLIAM C. DICKINSON SCHOLARSHIP OF \$1000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, 1913

The Haven Medal	CHARLES HALE MATTHEWS, JR.
The Arthur Somerville Reid Medal	LEROY C. WHEELER
The Howard Morris English Prize	OTIS CHATFIELD-TAYLOR
The Boyle Essay Prize	PAUL R. BRADLEY
The Carr Spelling Prize	CALVIN D. TROWBRIDGE
The Lewis Prize for General Knowledge . .	ALFRED C. HAVEN, JR.
Durand Housemaster's Prize	D. C. SMITH, JR.
All-Around Gymnastic Trophy	E. M. SAMUEL, JR.



The Gymnasium Team, 1913

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SOCIAL AND ATHLETIC CALENDAR

WINTER TERM, 1914

January	15.	Lecture by Mr. Alfred Noyes, the English poet.
January	23.	Garrick Club Play, "The Night-Riders."
January	24.	Basketball, L. F. A. vs. Waukegan High School.
January	31.	Basketball, L. F. A. vs. Deerfield High School.
January	31.	Lecture Course, Mr. Strickland W. Gillilan.
February	4.	Basketball, L. F. A. vs. Morgan Park Academy.
February	5.	University Club Plays, "The Playgoers" and "The Suffragette's Redemption."
February	9.	Address, Dr. Joseph A. Vance.
February	9.	Basketball, L. F. A. vs. Evanston H. S. at Evanston.
February	14.	Basketball, L. F. A. vs. Morgan Park Academy at Morgan Park.
February	18.	Basketball, L. F. A. vs. Northwestern Military Academy at Highland Park.
February	20-21.	Midwinter Festivities. Musical Clubs Concert (Feb. 20, 8:00 p. m.); Informal Dance (Feb. 20, 9:30 p. m.); Gymnasium Exhibition (Feb. 21, 10:00 a. m.); School Play (Feb. 21, 2:30 p. m.); Formal Dance (Feb. 21, 7:30 p. m.).
February	25.	Basketball, L. F. A. vs. Deerfield High School.
February	26.	Lecture Course, Bohumir Kryl and Company.
February	27.	Indoor Baseball, Orange Club vs. Black Club.
February	28.	Open House at Ferry Hall.
March	3.	Basketball, L. F. A. vs. Evanston High School.
March	6.	Indoor Baseball, Orange Club vs. Black Club.
March	7.	Lecture Course, Mr. Montraville Wood.
March	9.	Indoor Baseball, Orange Club vs. Black Club.
March	12.	Interscholastic Debate, L. F. A. vs. Evanston Academy.
March	13.	Country School Gymnasium Exhibition.
March	13.	Ferry Hall Play, "Endymion."
March	14.	Informal Dance.

THE COUNTRY SCHOOL FOR BOYS

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M.
(Ohio Northern University, Yale University)

PRINCIPAL

ZACH ANSON CHANDLER, B. L. *English and Geography*
(University of Wisconsin)

WILLIAM JOHN MOIR, JR., PH.B. *Physical Director*
(Iowa College, Harvard University)

FRANK BENNETT MESEKE, PH.B.
 *Latin, German and Upper Class Work*
 (University of Chicago)

FRANK RAYMOND SOWERS, A. B. . *Arithmetic and Upper Class Work*
(Miami University)

HENRY BRUSH RICHARDSON, A. M. *French*
(Yale University)

LOUISE MCCLAREN *Lower Class Work*
~~DR. CARL SPENGLER, Director~~
DONALD RUTLEDGE *Manual Training*
(Lake Forest College)

CHARLES CLEMENS *Playground Director*
 MAUDE ZIMMERMAN *Music*
 (American Conservatory of Music)

CALENDAR

1914

September	21.	Monday, 9 a. m., Autumn Term begins.
November	26, 27.	Thanksgiving Holidays.
December	18.	Friday, Autumn Term ends; Christmas Vacation.

1915

January	4.	Monday, 9 a. m., Winter Term begins.
February	12.	Friday afternoon, Lincoln's Birthday Exercises.
February	22.	Monday afternoon, Washington's Birthday Exercises.
March	26.	Friday, Winter Term ends; Spring Vacation.
April	5.	Monday, 9 a. m., Spring Term begins.
June	4.	Closing Exercises.



The Country School, 1913-14



The Outdoor Recitation Rooms

THE COUNTRY SCHOOL for younger boys was established in 1912 under the auspices of Lake Forest Academy. It is situated in Lake Forest, Illinois, twenty-eight miles north of Chicago, on the Chicago and Northwestern Railroad and the Chicago and Milwaukee Electric.

The objects of the school are to cultivate a manly Christian character, to lay the foundations of a thorough education, to fit young boys for the leading preparatory schools, and to develop the physical well-being that is essential to a boy's proper mental and moral growth.

EQUIPMENT.

The Country School equipment includes well lighted recitation rooms on the first floor of East House, and three outdoor study halls. In addition to these the woodworking shop, the gymnasium, the 60 x 20 ft. swimming pool, an eight-acre athletic field with baseball and football fields, the running track, and the tennis courts of Lake Forest Academy are available for the Country School.

A limited number of boys can be accommodated as boarders in a private residence situated at a corner of the school campus. The Principal and his family occupy this house and the boys live there under earnest Christian home influence. They are carefully watched and guided in right living and thinking. The boys of the Country School are housed and recite apart from the older boys of the Academy.

OUTDOOR STUDY AND RECITATION ROOMS

It has been demonstrated that students do much better mental work out of doors than in class rooms. The Country School is equipped with outdoor study rooms, roofed, floored, and protected from north winds. These rooms are used on all pleasant days in the fall and spring terms with marked success.

HOME STUDY

Many study lessons are given during recitation periods. A good student should be able to prepare or start practically all his work before he leaves. The school expects its boys to get advance lessons without the aid of parents or any outside assistance except as it comes through the school. Only in this way can habits of application and independence in study be developed. Boys, not parents, will be held responsible for the preparation of lessons. The only exception to the above should be an occasional checking or review by the parent to satisfy himself of progress: and this the school welcomes. Regardless of age, every boy should read or study at home, the length of time being determined by parent or teacher.

PLAN OF INSTRUCTION

Mentally, the object of the school is to teach boys how to study, the importance of planning their work, the value of time, the power of application, and the will to work. Private schools of the right kind can do much more for a boy than public schools. The classes are so small that an instructor with inspiring personality has a great power over an impressionable nature. He sees the boy daily, in and out of school, and has the opportunity to study his good and bad tendencies, which a teacher who has large classes and no social intercourse with a pupil cannot do.

There is a "make-up" period daily for boys whose lessons have not been satisfactory to the instructor or who have lost work because of absence.

Semi-monthly tests are given, and a report showing the boy's standing in lessons and behavior is sent to parents each month.

No outside engagements may interfere with school work. Regular attendance at all sessions is demanded. School closes at 3 p. m.

No boy can be fitted for the preparatory schools without doing all the work of his class. In consequence, it is expressly understood that no duties at home or elsewhere shall prevent the performance of such work.

Shopping trips, dentistry work, etc., should be arranged for Saturdays or hours after school.

TRANSPORTATION

The students use the electric cars in their trips to and from the school. All are expected to use the same car and are under the careful supervision of a competent person. The car leaves Wilmette at 8:09 a. m.; Kenilworth, 8:12; Winnetka, 8:16; Hubbard Woods, 8:19; Glencoe, 8:25; Highland Park, 8:35, and reaches Lake Forest at 8:48. It is a four minutes' walk from the "Calvert's" station to the school.

MEALS

In the middle of the morning the students are served a light lunch consisting of milk and rolls, fruit, or sandwiches. At one o'clock a hot meal is served in the Academy dining room. As the mid-day meal is usually the hearty one for boys nothing will be spared to make this meal attractive and of the highest nutritive value. Water is supplied from pure artesian wells.

ADMISSION

Every applicant is expected to present a testimonial of good moral character and courteous behavior from his last teacher, in addition to the endorsement of a parent or one of the present or former members of the School or of two responsible persons who know the boy personally; and no boy who is found to be unworthy of this recommendation will be retained in the School. Every applicant must present a record of the work done in schools previously attended.

REQUIREMENTS

The School demands good moral character; courteous obedience; punctuality and regularity in attendance. Habits of cleanliness and order and daily exercise in the open air are required.

We recognize the fact that pupils are sent to us for the purpose of training as well as education; and we are careful to direct them to the formation of good habits and the eradication of bad ones. An unqualified and cheerful obedience to just rules is insisted upon. All arrangements and requirements of the School are such as to cultivate habits of promptness, courtesy, and strict attention to duty.

Great care is exercised by the School in the admission of new boys; and no student whose influence is found to be injurious will be retained in the School.

DAILY PROGRAM

The regular session begins at 9 a. m. and closes at 3 p. m. Supervised recreation continues for an hour or so longer. No pupil can be excused before the close of the regular session, except by a special request from parent.

RELIGIOUS INSTRUCTION

All boarding pupils must attend church on Sunday with the Principal.

The Bible is read every day before school begins at a short chapel service. All students are required to study the Bible regularly under the direction of the teachers.

The boarding pupils must attend daily evening prayers in the Principal's home.

NATURE STUDY

The location of the Country School makes it possible to have access to the best material for nature study and in the spring months emphasis is put on bird life, trees, and germination of seeds.

PENMANSHIP

Penmanship and drawing are regularly and systematically taught.

DANCING AND MUSIC

Mr. Alvar L. Bournique, of Chicago, gives dancing lessons in Lake Forest and appointments can be arranged.

The School offers excellent instructions in piano, violin and voice. Chorus work is a prominent feature of the regular school instruction. Miss Maude Zimmerman, a graduate of the American Conservatory of Music, directs this work.

THE BOARDING SCHOOL

The boarding school is limited in number, and is really a home where boys are taken into the family of the Principal, under his constant supervision, and receive from him and his assistants, in their studies and recreations, that care and attention which it is impossible to give the pupils of a large boarding school. With the day pupils they enter freely into the various school activities, thus affording a wider companionship and a keener competition in the class room and on the play-ground. The number of boys in each class is small, so that each boy has the necessary individual instruction. Boarding pupils practice music under supervision.

Athletic sports and games are encouraged under the charge of the Masters of the school.

All allowances of money should pass through the Principal's hands. An itemized account of receipts and expenditures will be sent regularly to parents.

OUTFIT

Each article of clothing must be marked with the FULL NAME. Parents are requested to provide a Bible, slippers, bath-robe, overshoes, storm-coat, heavy overcoat, woolen gloves, stocking cap, sweater, twelve towels, twelve napkins,

six large bath-towels, a pair of blankets and a comforter for a single bed, a napkin ring, two clothes-bags, four sheets, four pillow cases, two white spreads for single bed, one clothes brush, one blacking brush with blacking, one tooth brush, one comb and brush, and a rug. Four suits of heavy underwear and four suits of light underwear are necessary. Corduroy trousers and flannel shirts or khaki suits are suitable for play.

Boys should bring their tennis rackets, skates, snow-shoes, and sleds.

The school colors are blue and grey.

Boys returning after an absence must bring notes explaining the cause. When it is desired that boys leave before the regular hour, the request should be made in writing.

School property injured or defaced in any manner, beyond the ordinary wear, must be repaired or replaced at the expense of those causing the injury.

Every book, and every article of personal property that may be left in the coat rooms or elsewhere in the buildings, should be marked distinctly with the owner's full name. The School will not be responsible for belongings left on the athletic field or campus. Steel lockers are provided in the gymnasium to care for the boys' property.

PRIZES

Prizes are awarded to those boys in each class whose industry, deportment, and scholarship are most notable. There is also a prize for perfect attendance.

PHYSICAL TRAINING

All pupils, unless physically incapacitated, are required to take exercise throughout the school year. The work in this department is based upon the physical examinations made at least twice a year by the Physical Director. Personal attention is given to each boy and various exercises are prescribed according to the results of these examinations.



The Country School Football Team, 1913



The Country School Basketball Squad, 1913-14

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Unless parents make a request in writing to the contrary, all boys will be taught to swim.

Boys will not be allowed in the Gymnasium or Swimming Pool except under the care of an instructor.



The library of Lake Forest Academy is open for the use of Country School boys.

"The William Mather Lewis Literary Society" holds regular meetings during the school year. All boys are required to take part in the programs.

The "Alice Home" Hospital is available at all times to Country School boys. Cases of illness will be promptly reported to parents.

COURSE OF STUDY

EIGHTH CLASS

ENGLISH—"Modern English Grammar" (Buehler).

READING—"The Sketch Book," "Twice Told Tales," "Tom Brown at Rugby," "The Last of the Mohicans," "Treasure Island," etc.

COMPOSITION—Letter-writing; Declamation.

ARITHMETIC—Stone and Millis.

GEOGRAPHY—Careful study of the United States, Canada, Mexico and South America, with emphasis on commercial conditions. "Advanced Geography" (Dodge).

SPELLING—Spaulding and Miller.

HISTORY—United States History with emphasis on European backgrounds. Civics. History of England.

MANUAL TRAINING—Work in wood, making of tables, benches, etc.

FOREIGN LANGUAGES—French, German or Latin. The aim is to meet the best secondary school requirements for admission.

SEVENTH CLASS

ENGLISH—"Modern English Lessons," Part II (Buehler).

READING—"Rip Van Winkle," "Legend of Sleepy Hollow," "Ivanhoe," "Courtship of Miles Standish," "Man Without a Country," "Snow Bound."

COMPOSITION—Letter-writing; Declamation.

ARITHMETIC—Stone and Millis.

GEOGRAPHY—Asia, Africa, Australia, Europe.

SPELLING—Spaulding and Miller.

HISTORY—United States History. Special topics from history of Greece and Rome.

MANUAL TRAINING—Simple wood work.

FOREIGN LANGUAGES—French, German or Latin begun. Special drill in pronunciation.

SIXTH CLASS

ENGLISH—Modern English Lessons, Part I.

READING — “Wonder Book,” “Tanglewood Tales,” “Evangeline,” “Ten Boys,” “Robinson Crusoe.” Essays. Declamations.

ARITHMETIC—Fractions, decimals, denominate numbers, percentage begun.

GEOGRAPHY—United States. Special drill on states and capitals, and rivers and mountains.

SPELLING—Regular drill on words commonly misspelled. Spaulding and Miller.

HISTORY—Special topics from the history of Greece and Rome. Practical talks on American government.

MANUAL TRAINING—Simple work in wood. Simple basket weaving.

FOREIGN LANGUAGES—French or German may be begun.

FIFTH CLASS

ENGLISH—“Mother Tongue.”

READING—“Hiawatha,” “Water Babies,” “Robin Hood,” “Child Life,” “Knights of King Arthur.”

COMPOSITION—Drill in punctuation. Essays. Memorizing of good literature.

ARITHMETIC—Stone and Millis. Fractions and mixed numbers; denominate numbers.

GEOGRAPHY—“North America” (Tarr and McMurray). “North America” (Carpenter). Special emphasis given to Chicago and Great Lakes.

SPELLING—Regular drill. Spaulding and Miller.

HISTORY—Early English and French explorers. Stories of early Chicago.

MANUAL TRAINING—Simple basket weaving. Working in wood.

FOURTH CLASS

ENGLISH—Mother Tongue.

READING—“Ten Boys,” “Norse Stories,” “Heidi,” “In the Days of the Giants,” “King of the Golden River.”

SPELLING—Letter-writing. Memorizing.

ARITHMETIC—Stone and Millis. Notation and numeration; problems involving operations in the four processes.

GEOGRAPHY—"Complete Elementary Geography" (Dodge). Learning of geographic terms. Geography of Lake Forest and the North Shore.

HISTORY—Preparation for the study of United States History.

MANUAL TRAINING—Construction of simple wood articles.

Study of the artists.

EXPENSES

The charge for boarding pupils is \$600.00 per year. This covers tuition, living, and twenty-four pieces of laundry per week. This is payable in two installments, \$350.00 on or before October 1st, \$250.00 on or before January 15th. There is a fee of \$10.00 per year for athletics and entertainments.

The tuition charge for day pupils is \$200.00 for the year, payable on or before October 1st. Day pupils who take their noon meals at the school dining-room will be charged fifty cents per meal. Day pupils who do not take noon meals at the dining-room will be charged twenty cents for the early luncheon.

No deduction will be made from the charge of either day pupil or boarding pupil for withdrawal, dismissal, or absence, except in case of extended illness lasting more than six weeks, when a refund covering one-half the period of such absence will be made. The school contracts are made for the entire year. Certain variations from the above terms may be granted, if agreed upon by the school and patron when the contract is made.

For further information address

JOHN WAYNE RICHARDS, Headmaster,
Lake Forest, Illinois.



The Lake from the City Park

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STUDENTS THE ACADEMY

FOURTH FORM

CHAUNCEY SHERWOOD BAKER
HIRAM HURLBURT BELDING, JR.
OSCAR WILLIAM BILHARZ
ERSKINE McLEOD BOYLE
ALEXANDER RICHARD CHARLTON
FRANCIS ARTHUR COLEMAN, JR.

FREDERICK RENNER COOK
HOWARD CROWDER COX
JOHN ROBINSON DAVIS
EDWARD CLEVELAND FRUDDEN
CHARLES HALL
ALFRED COLES HAVEN, JR.
JOHN CLARON HAWKINS
HENRY SCRIPPS HOUSTON
WALTER SCRIPPS HOUSTON
CLAYTON CASKEY INGERSOLL
ELBERT CHITTENDEN ISOM
FRED WASHINGTON KANN
CHARLES ROSENBAUM KOZMINSKI
DONALD CASTLE McGINNIS
LOGAN McMENEMY
RALPH ARTHUR McWAID
WILLARD JOHN MASON
JAMES ALLISON MORGAN
WILLARD APPLETON PEASE
ALBERT HENRY SIBBERNSEN
DUDLEY CHASE SMITH, JR.
GEORGE TUPPER SWANDALE, JR.

LESLIE CLAYTON THOMPSON
MITCHELL TODD
BICKNELL JAMES WOODBURY

MANISTEE, MICHIGAN
CHICAGO, ILLINOIS
RIVERMINES, MISSOURI
DETROIT, MICHIGAN
MILWAUKEE, WISCONSIN
WINSTON-SALEM,
NORTH CAROLINA
EVANSVILLE, INDIANA
DEEP RIVER, IOWA
WAUKEGAN, ILLINOIS
DUBUQUE, IOWA
OMAHA, NEBRASKA
LAKE FOREST, ILLINOIS
EL PASO, TEXAS
RUSHVILLE, ILLINOIS
RUSHVILLE, ILLINOIS
ROCKFORD, ILLINOIS
KENILWORTH, ILLINOIS
MANISTEE, MICHIGAN
HIGHLAND PARK, ILLINOIS
WAUKEGAN, ILLINOIS
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CORWITH CRAMER
ELLIOTT DONNELLEY
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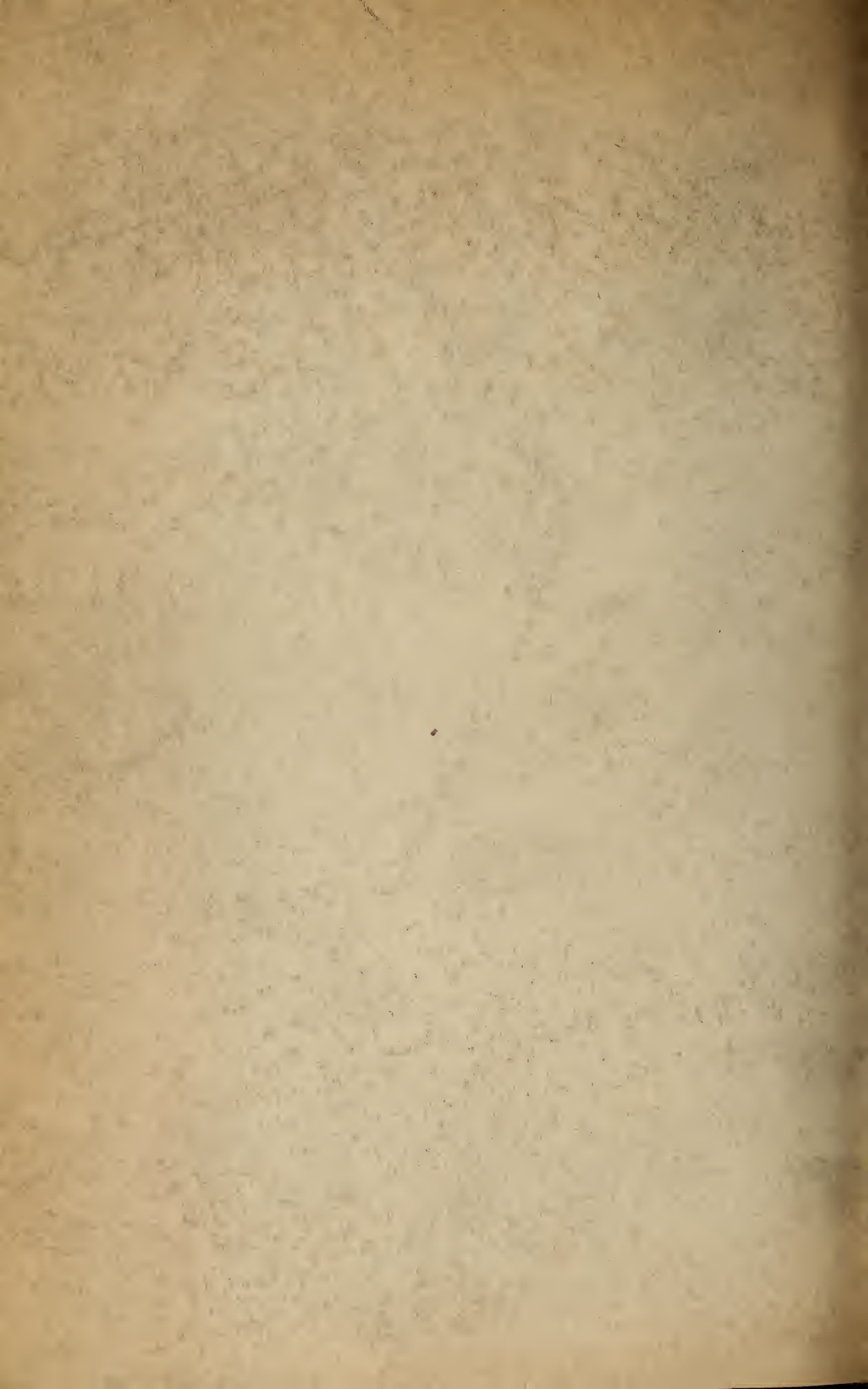
Any of the persons whose names are given below would be glad to answer questions at Lake Forest Academy. The list is made up largely from the patrons and former students of the school with a few additional names of men who are familiar with the work the Academy is doing. It by no means purports to be a complete roll of the people who are qualified to speak about the Academy, but is simply intended to give a few names from every section of the country for the benefit of parents who are investigating the school and who wish to gain as intimate knowledge as possible of the institution in which they are considering placing their sons.

- Aaron Russell Briggs, M. A.,
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 John Satterlee Hurlbut, M. A.,
 Dean of Harvard College, Cambridge, Mass.
 Frederick Scheetz Jones, M. A.,
 Dean of Yale College, New Haven, Conn.
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 Joseph W. Hubacheck.....617 Western Ave., Seattle, Wash.
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Heber A. Legg	63 Board of Trade, Chicago, Ill.
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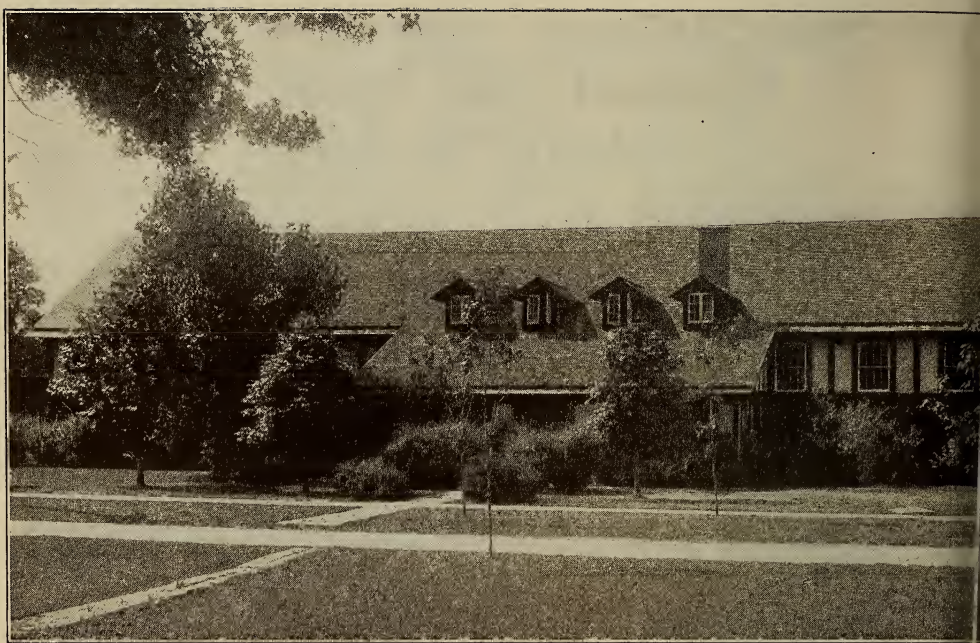
A Non-Military School With an Unusual Aim in the Middle West

TO provide a school with scholastic ideals in consonance with the highest American tradition, and embodying the spirit of energy and resourcefulness of the great central west, is the purpose of Lake Forest Academy. The school is non-military. The power of concentration, effective methods of work, moral stamina, the sense of personal honor, self-control, the power of leadership, and the spirit of service—these, it assumes, are all-important in a boy's character. For the development of these qualities the school has perfected a system that leaves a considerable part of the direction of the boy's conduct to him and to the force of the public sentiment of the school. Experience has shown it to be far more effective than a restrictive scheme which attempts to regulate in minute detail by faculty control, each action of the student's life.

LOCATION.—The location of the Academy, in the center of the West, makes it unnecessary for the western parent to seek the best preparatory education for his boy a thousand miles or more from home. Lake Forest is an hour's ride north of Chicago, on the Chicago and North-Western Railroad. With the permission of the school, students may enjoy the opportunities afforded in Chicago in Art,



The Musical Clubs



The Gymnasium

Music, etc., and the observation of industrial methods. The school is situated on a beautiful campus on a high bluff along the shore of Lake Michigan. Lake Forest is a country town without saloons, a residential center of beauty and culture. The health conditions are ideal.

SCHOLARSHIP.—The Academy is above all else a preparatory school for college. Practically every graduate goes to college, and the scholastic standards of the school are measured by the requirements of the most exacting universities. Particular attention is given to fitting boys for the entrance examinations for Yale, Princeton, Harvard, and Massachusetts Institute of Technology, while college graduates are admitted without examination to any university that admits students on certificate. Our study hall system, by emphasizing the need for systematic methods of study, has worked wonderfully with the boys who had latent ability but who did not know how to use it. The proportion of masters to boys is one to ten, which makes it possible for each boy to get ample individual attention without coddling.

GOVERNMENT AND DISCIPLINE.—The government of the school depends fundamentally on an honor system. Necessarily this presupposes that the student body is composed of clean, manly boys, who can be relied upon to do the right thing when given a square deal. The Academy is not a reformatory institution, and

he boy who is inherently vicious is not tolerated for an instant. The results achieved under this system are truly remarkable in the cases of boys who are inclined to be thoughtless and indifferent but are fundamentally sound at heart. The school authorities are greatly assisted in maintaining the proper atmosphere by a student council, which serves both as a director and as an agent of student sentiment in stimulating a clean, wholesome school life. Through the agency of the honor system the "tobacco problem" is completely eliminated at Lake Forest. The boys in the Academy give their word of honor not to use tobacco, and the force of student opinion and action makes the word binding. Instant dismissal is the penalty for breaking the word of honor.

BUILDINGS.—The modern brick buildings which compose the school plant are lighted by electricity, heated from a central plant, and equipped with ample hot and cold shower baths and the most improved plumbing and sanitary devices. In the comfortable house dormitories each boy has his own large, well-lighted room, a somewhat unusual condition in boys' boarding schools. The drinking water, taken from deep-driven artesian wells, is made doubly safe by elaborate filtration.

ATHLETICS AND PHYSICAL TRAINING.—Bodily vigor and a consistent physical development should accompany mental training. Believing this, we have spared no pains to provide every facility for beneficial athletics. Large athletic fields, cinder running



The Football Squad



Remsen House

track, gymnasium and swimming pool, hockey rink, abundant tennis courts, the privilege of one of the finest golf courses in the country allow a free choice of outdoor exercise. At the head of athletics and physical training are Mr. Otto E. Seiler, Illinois, 1912, an All-Western quarterback, and Mr. C. B. Herschberger, Chicago, 1898, an All-American halfback, while several other masters of experience and athletes and coaches assist in the work. Every boy has a chance to participate in some form of athletics. The single session plan, which leaves every afternoon free for athletics and recreation, gives every opportunity for systematic exercise.

RECREATION AND ENTERTAINMENT.—One of the first principles of the school policy at Lake Forest is that no reasonable effort shall be spared to make the life enjoyable for the boy because only in a congenial atmosphere can the best in him be brought out. Dramatic and musical organizations, school dances, and other like activities are encouraged in every legitimate way. A lecture course which includes many distinguished speakers and entertainers is provided each winter, while a moving picture machine of the most modern design serves for both education and entertainment.

FINANCIAL.—A large endowment income makes it possible for the Lake Forest boy to enjoy every facility provided by the most expensive schools at a remarkably low rate. The school is operated

for service, not profit. The annual charge, covering board, room, tuition, and laundry, is \$600. The boy's other expenses are dependent entirely on his individual taste and income. The school as a whole is unusually free from extravagance, and no parent need fear that his son will feel compelled to spend large sums of money in order to keep his proper place among his fellows.

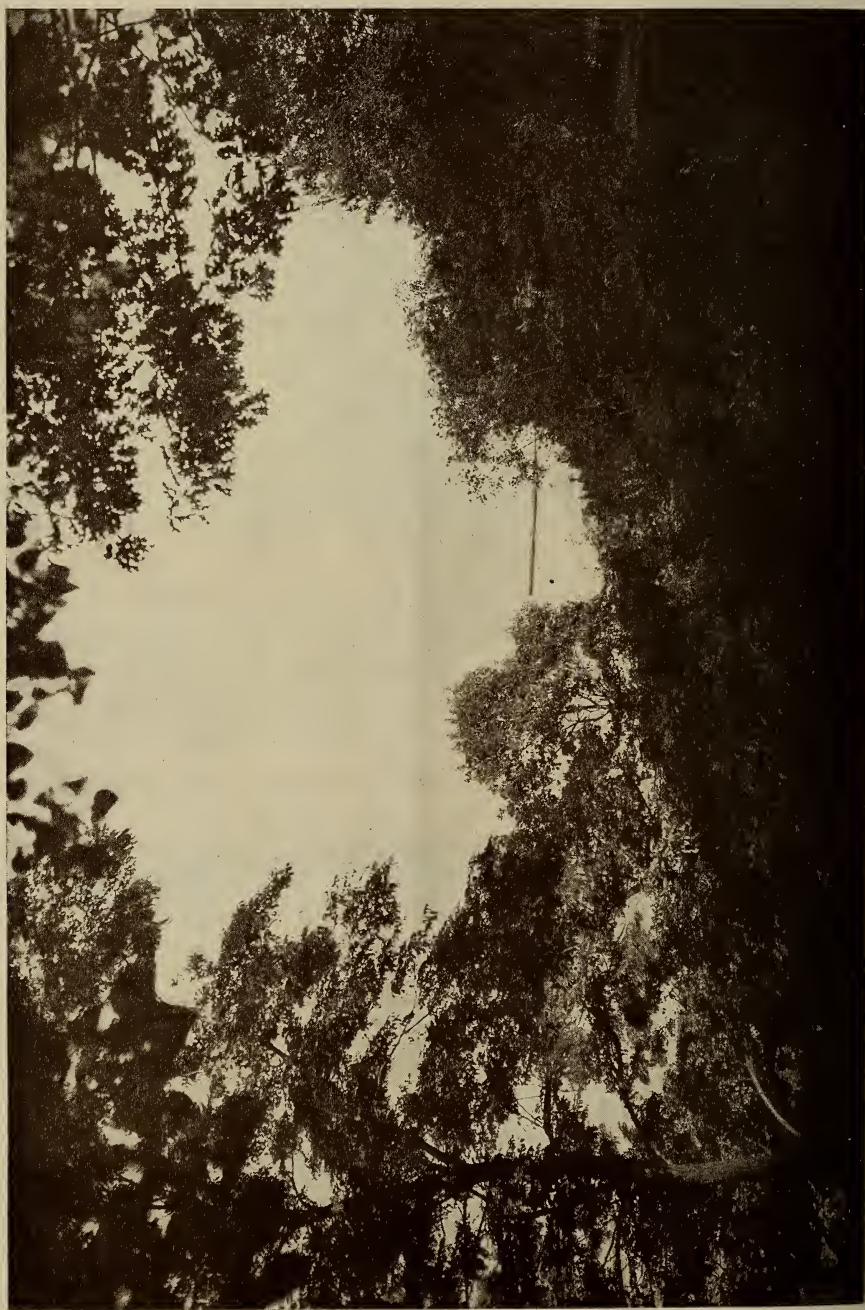
SPIRIT OF THE SCHOOL.—The open and friendly spirit which pervades the campus and classrooms is one of Lake Forest's greatest assets. The relation between the masters and boys in the Academy is one of co-operation, not mutual suspicion. *That the boy who spends a year in the school acquires a genuine affection for it is shown by the fact that practically every boy returns from year to year until he graduates. No more accurate and significant index to the character of a school, than this, can be found.* The atmosphere of the school is democratic in the most satisfactory sense. A boy is recognized for what he is, and his success in the school activities depends on his own efforts. No school in the country appeals more effectually to the highest qualities of the American boy than Lake Forest Academy.

This circular of necessity gives but a brief outline of our aim and policy and a few views with some little idea of the location and equipment. A post-card is enclosed for your convenience if you are interested in receiving an illustrated catalogue giving full information regarding the school.

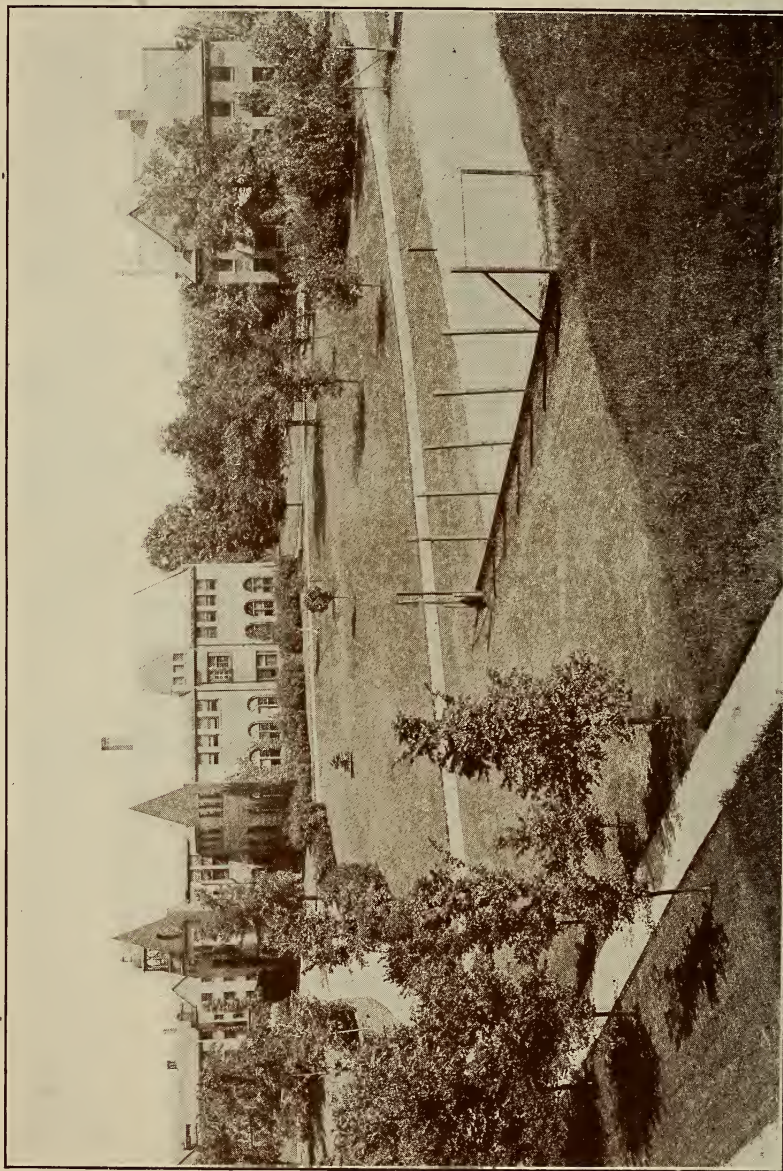
JOHN WAYNE RICHARDS, *Headmaster.*



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(Ohio Northern University, Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Physics and Chemistry*
SENIOR MASTER
(University of Wisconsin, Northwestern University)

CLARENCE BERTRAM HERSCHBERGER, A. B. *Mathematics*
DIRECTOR OF ATHLETICS
(University of Chicago)

PAUL GRISWOLD HUSTON, A. M. *English*
(Princeton University)

WILLIAM JOHN MOIR, JR., PH.B. *Physical Training and Physiology*
(Iowa College, Harvard University)

CURTICE NELSON HITCHCOCK, A. B. *Mathematics and Public Speaking*
REGISTRAR
(University of Vermont)

HENRY BRUSH RICHARDSON, A. M. *French and Spanish*
(Yale University)

HERMAN JOHN KNAPP, A. B. *History*
(Wabash College)

JOHN DANIEL ROADS, A. B. *German and English*
(Ohio Wesleyan University, University of Chicago, University
of Berlin)

GEOFFREY LEE SAFFORD, A. B. *Latin*
(Yale University)

JAMES MACKINTOSH HAYS, A. M. *History and Latin*
(Harvard University)

EVERETT LINDLEY WYMAN, A. B. *French and Mathematics*
DIRECTOR OF MUSIC
(Colby College, Institut St. Germain, Paris)

ARTHUR LEE EDGINGTON, A. M. *English and Latin*
(Harvard University) Appointed 1915

INSTRUCTORS

GUSTAV BIRN.....	<i>Instrumental Music</i>
C. HENRY JACOBSEN (assisted by Mrs. Jacobsen).....	<i>Dancing</i>
JOHN B. CORBETT.....	<i>Mandolin, Guitar and Banjo</i>
MRS. MYRTA COE RUNDLE.....	<i>Piano</i>

EXECUTIVE STAFF

BURSAR	SECRETARY TO THE HEADMASTER
F. W. RICHMAN	MISS HENRIETTA P. SODEN

CHIEF ENGINEER	MATRON
H. E. BEARD	MRS. CLARUS H. ROUSH

SCHOOL PHYSICIAN
ALFRED C. HAVEN, M. D.

VISITING PHYSICIANS
B. N. PARMENTER, M. D. T. S. PROXMIRE, M. D.

RESIDENT NURSE
MISS CATHERINE BRADLEY

SUPERINTENDENT OF BUILDINGS AND GROUNDS
GEORGE BAUMAN

CARPENTER
WILLIAM CARLSON

ACADEMY CALENDAR

1915

June	11-12.	Commencement.
June	14-19.	Entrance Examinations for boys going to Yale, Harvard, Princeton, etc.

SCHOOL YEAR 1915-1916

1915

September	15.	Wednesday (2 P. M.)	<i>Autumn Term Begins.</i>
November	25.	Thursday . . .	Thanksgiving Day (Holiday)
December	16.	Thursday (noon)	Autumn term ends

Christmas vacation of three weeks.

1916

January	4.	Tuesday (7 P. M.)	<i>Winter Term Begins</i>
February	6.	Sunday	Day of Prayer
February	18-19.	. . . . .	Midwinter Festivities
March	17.	Friday (noon)	Winter term ends

Spring vacation of eleven days.

March	28.	Tuesday (7 P. M.)	<i>Spring Term Begins</i>
May	30.	Tuesday . . .	Memorial Day (Holiday)
June	9-10.	. . . . .	Commencement



Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, about twenty-eight miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the lake. The city charter forbids the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about twenty minutes' walk to the southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the proximity of the school to a large city are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into Chicago without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago, and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893 the Academy moved to its own campus, where the present houses and school building had been recently erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the fifty years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution. An annual banquet is given and informal meetings are held in Chicago during the year. Charles S. Holt was the first president of the organization, John V. Farwell succeeding him in 1907, Cornelius M. Trowbridge in 1908, George H. Lamberton in 1910, and William S. Kline in 1911.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable conditions for instruction, study and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large proportion of her graduates who are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Lake Forest, Michigan, Minnesota and Nebraska. College entrance examinations for Yale, Harvard and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainments and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a small group of boys assigned to him and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better will be



Views on the Campus

turned away from Lake Forest, yet the vicious and incorrigible boy is easily and quickly discovered, and will not be retained in the school. As long as a boy improves in spirit and in work, the best the Academy has is at his service.

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday mornings, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the needs of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. During the past year the greater number of these talks have been given by the Headmaster.

On Monday mornings, instead of attending prayers in the Chapel, the classes meet for Bible study. Very frequently there is an outside speaker at the Chapel exercises. The Rev. W. H. W. Boyle, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, and the Rev. John Timothy Stone are among those who have brought religious messages at such times.

BUILDINGS AND GROUNDS

The three house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from three deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and

physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains more than six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-eight boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-six boys, with masters' apartments as in the other houses. Remsen House also contains the school dining-room, where the boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its banked running



Front of Chapel from the Balcony



The Library

track and clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides there is a large dressing-room with steel lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

GOLF COURSE. The school is exceedingly fortunate in the opportunity for golf afforded its boys. Through the courtesy of the Onwentsia Club, students of the Academy who are not residents of Lake Forest may have the privilege of the Onwentsia Golf Course, one of the finest and best known in the country. This is an eighteen-hole course, with a total

length of more than six thousand yards. It may be reached by a ten-minute walk from the campus. The club charges a nominal fee of fifteen dollars.

HOCKEY. Arrangements have been perfected for flooding a portion of the campus to afford facilities for skating and hockey.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.00 per day. The value of the hospital and equipment is \$20,000.00.

The "Lake Forest Hospital for Contagious Diseases" offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been increased by more than \$50,000.

In 1912 the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$9,000.

During the past two years the following improvements and betterments have been added:



The Main Corridor in Reid Hall



View on the Onwentsia Golf Course

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewage improvements, \$6,000.

A great increase in the capacity of the central heating plant and new steam line, \$6,000.

Repainting and refinishing buildings, \$6,000.

New seats in all recitation rooms and new pews in chapel, \$1,500.

A system of electric gongs installed; new equipment placed in all recitation rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. The gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

The value of the Academy plant and equipment now approximates \$400,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample opportunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead

of grouping it all together at some one period, as at the end of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 7:00. Rising-bell.
- 7:25. Breakfast.
- 8:00. Chapel.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:30. Recreation.
- 7:30-9:30. Study.
- 10:00. Lights out.

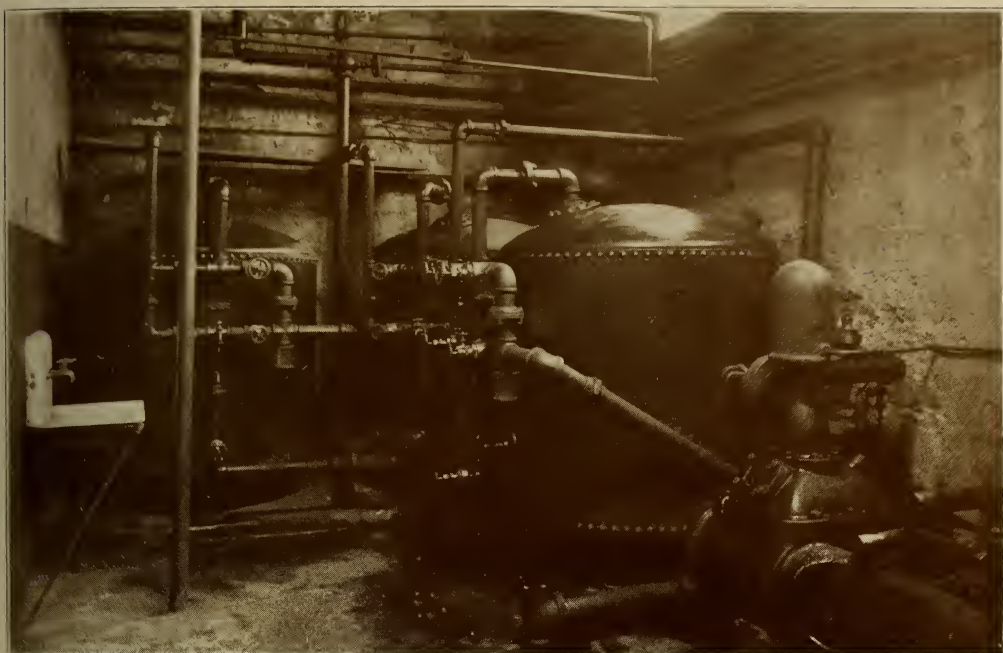
SUNDAY APPOINTMENTS

- 8:00. Rising-bell.
- 8:40. Breakfast.
- 10:45. Church.
- 1:15. Dinner.
- 5:15. Vesper service.
- 6:00. Supper.
- 10:00. Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory may be dismissed from the Academy though no formal charge be made against him.



The Swift Filter



Central Heating and Power Plant

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives four censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of seven seniors and two members of the upper middle class. Five of this number are elected by the students and four are chosen by the headmaster. They take the lead among

the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proven of great value in maintaining the school on an unusually high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are not permitted in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer. No students except those having an exceptionally good record in scholarship and conduct will be admitted to the Senior Class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the first class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, unusual opportunities are offered to day students. The



East House



The Gymnasium

location of the school, in the center of the North Shore territory, makes it easy of access to many boys of different communities.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases telegrams or long distance telephone calls should be addressed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or senior class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least fifteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the fifteen credits ten and one-half are required as follows:

- Four credits in English;
- Two and one-half credits in Mathematics;
- Two credits in one foreign language;
- One credit in a laboratory science;
- One credit in History.

The remaining four and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school.

ARRANGEMENT OF SUBJECTS BY YEARS

	Courses	College Entrance Examinations
First Class	Latin Ia (6) Latin Ib (4) Algebra I (5) English I (5) Physiology (2) Physiography (2) Ancient History (5)	Ancient History
Lower Middle Class	Latin II (6) Algebra II (4) English II (4) French I (5) German I (5) Greek I (5) Spanish I (4)	{ Cæsar-Nepos Latin Grammar Elementary Composition Algebra I and II
Upper Middle Class	Latin III (5) Plane Geometry (5) English III (4) French II (4) German II (4) Greek II (5) English History (4) Chemistry (5) Spanish II (4)	{ Cicero-Sallust Advanced Composition Plane Geometry English A French A German A { Anabasis Greek Grammar and Composition English History Chemistry Spanish
Senior Class	Latin IV (5) English IV (4) United States History and Civics (5) Greek III (4) Physics (5) Advanced Algebra (2) Trigonometry (2) Solid Geometry (3) French III (4) German III (4)	Vergil-Ovid English B United States History Iliad Physics Advanced Algebra Trigonometry Solid Geometry French B German B

The figures in parentheses following the various subjects indicate the number of hours per week.

The second column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, etc., is prepared for, and when he is best fitted to take them.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice; *Grammar*, once.

Text-books in Composition—

First Term—CLASS-ROOM: Scott, "Ivanhoe."

Second Term—Irving, "Sketch-Book"; Whittier, "Snow Bound"; Stevenson, "Treasure Island."

Third Term—Parkman, "The Oregon Trail"; Lowell, "The Vision of Sir Launfal."

Text-book in Rhetoric (throughout the year)—"Elementary English Composition" (Sykes).

Text-book in Grammar (throughout the year)—"A Brief English Grammar" (Scott and Buck).

LATIN Ia—"Introduction to Latin" (Kirtland and Rogers). Six times a week.

LATIN Ib—"Introduction to Latin" (Kirtland and Rogers); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS—"Elementary Algebra" (Hawkes-Luby-Touton). Five times a week.

HISTORY—ANCIENT. "Ancient History for Beginners" (Botsford); "Ivanhoe" Map Series; numerous standard reference works. Outlines showing the chief events in their relative order and importance are furnished by the instructor, filled out by the students, and form the basis of a permanent notebook for review work. Five times a week.

SCIENCE — PHYSIOLOGY — "Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Elementary Physiology" (Foster and Shore). Twice a week.

PHYSICAL GEOGRAPHY—"Physical Geography" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice.

Text-books in Composition—

First Term—CLASS-ROOM: Defoe, "Robinson Crusoe"; Goldsmith, "The Traveller" and "The Deserted Village"; Franklin, "Autobiography."

Second Term—Gray, "Elegy in a Country Churchyard"; Burns, Selections; Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."

Third Term—Scott, "Kenilworth."

Text-book in Rhetoric (throughout the year)—"Beginnings of Rhetoric and Composition" (A. H. Hill).

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); Review of Grammar; Prose Composition (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—Grammar, "Elementary French" (Aldrich and Foster); Reader (Aldrich and Foster). Five times a week.

GERMAN—Grammar, "First Book in German" (Bagster-Collins); Reader, "Grusz aus Deutschland" (Holzwarth); "Aus Meiner Welt" (Meissner); Sight Reader, "Jung Deutschland" (Gronow). Five times a week.

SPANISH—"Spanish Grammar" (Hill and Ford). About one hundred pages of selected easy prose. Four times a week.

MATHEMATICS—"Second Course in Algebra" (through quadratics) (Hawkes-Luby-Touton). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Composition*, twice a week; *Rhetoric*, twice.

Text-books in Composition—

First Term—CLASS-ROOM: Shakespeare, "Henry V," "As You Like It" and "The Merchant of Venice."



Alice Home Hospital



View in a Ravine

Second Term—Tennyson, "The Princess" and "Idylls of the King."

Third Term—Macaulay, "Lays of Ancient Rome"; Stevenson, "Inland Voyage" and "Travels with a Donkey."

Text-book in Rhetoric (throughout the year)—"English Composition" (Lamont).

LATIN—Cicero, "In Catilinam," "De Imperio Pompeii," "Pro Archia," "Pro Marcello" (D'Ooge); Prose (Bennett). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); Review of Grammar. Five times a week.

FRENCH—Grammar, Review based on Aldrich and Foster's "Elementary French"; Composition, "French Composition" (Koren). Reading, Daudet, "Trois Contes"; Hugo, "Les Misérables"; Labiche et Martin, "La Poudre aux Yeux." Four times a week.

GERMAN—Review of Grammar, based on texts read and specially prepared outlines; Composition, "German Exercises" (Wesselhoeft); "German Composition" (Pope); special work in composition in connection with texts read. Reading, Storm, "Immensee"; Gerstäcker, "Germelshausen"; Baumbach, "Der Schwiegersohn." Four times a week.

SPANISH—Review of Grammar, based on Hill and Ford. Composition based on specially prepared outlines. Reading from selected texts. Four times a week.

MATHEMATICS—Plane Geometry (Phillips and Fisher). Five times a week.

SCIENCE—Chemistry (McPherson and Henderson). Lectures, recitations, laboratory work. Five times a week.

HISTORY—ENGLISH HISTORY. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Frequent references are assigned on special topics, the chief books used being the stand-

ard texts by Greene, Stubbs, Hallam, etc. Outlines furnished by the instructor are filled out by the students, forming a complete synopsis for review purposes. Four times a week.

SENIOR CLASS

ENGLISH—*Advanced Composition* (in preparation for the English B examination of the College Entrance Examinations), twice a week; *Review Composition and Rhetoric*, twice.

Text-books in Advanced Composition—

First Term—CLASS-ROOM: Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso" and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Addresses.

Text-book in Rhetoric (throughout the year)—"Paragraph-Writing" (Scott and Denney).

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown); "A Term of Ovid" (Gleason). Sight Reading. Five times a week.

GREEK—Iliad, Books I-III, or equivalent amount of Odyssey (Seymour); Prose. Four times a week.

FRENCH—Review of Grammar; Advanced Composition, "French Composition" (Mansion); Reading, Molière, "Le Médecin Malgré Lui"; Mérimée, "Carmen and Other Stories"; Potter, "Dix Contes Modernes." Four times a week.

GERMAN—Composition, "German Composition" (Wesselhoef); "German Composition" (Harris); Reading, Heine, "Die Harzreise"; Schiller, "Wilhelm Tell"; Riehl, "Fluch der Schönheit"; Goethe, "Herman und Dorothea." Four times a week.

HISTORY—AMERICAN HISTORY AND CIVICS. "American History" (Muzzey); "Ivanhoe" Map Series. The study of the regular text-book is supplemented by reference assignments to special topics in such standard texts as those of Park-

man, Wilson, etc. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note-book. The course in American History is supplemented also by regular work in civics, using Gainer's "Civics" as a basis for study, reference being made to selected topics in Bryce's "American Commonwealth." Five times a week.

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Phillips and Strong), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—Physics (Millikan and Gale); Lectures, recitations, laboratory work.

NOTE.—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the class-room, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English A of the college list, the work of the fourth year being devoted entirely to the more advanced demands of English B. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination,

or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first year, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and correct spelling and neat, legible penmanship are strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In coöperation with the Gargoyle Club, too, and in order to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered based on the New Requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar or Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.



The Study Hall



A Recitation Room

In the third year the prescribed amount of Cicero or Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. The fourth year the required parts of Vergil's *Æneid* with selections from the remainder of the work and from Ovid are read.

The work throughout the entire course is in harmony with the spirit of the New Requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two or three year course in Greek is offered for those who need it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third to Homer. The same principles underlie the courses in Greek as those in Latin. Accuracy in grammar work and grasp of the language as shown in sight translation, not his ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second and third years one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Aldrich and Foster's Elementary French is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year the Aldrich and Foster French Reader is taken up and much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary French examinations (College Board—French A). In the third year a systematic review of the grammar is made, extending the study to the finer points, and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college advanced French examinations (College Board—French B).

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a two-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language cor-

rectly. A good pronunciation is insisted on and dictation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on a simple conversation.

Hill and Ford's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, including the more common irregular verbs, and the reading of about 100 pages of easy prose with exercises in retranslation into Spanish of simple variations of the text read.

In the second year the study of the grammar is continued with a review of the rudiments to prepare the student for the college Elementary Spanish examination. All but the rare irregular verb forms are learned. Composition is the main feature of the second year's work. This is, so far as possible, along the line of commercial correspondence. The reading, too, is partly on commercial subjects, not to the exclusion, however, of specimens of Spanish literature, which is the key to that appreciation of the Spanish temperament and habits of thought which is just as indispensable to the business man as the knowledge of commercial terms.

SCIENCE DEPARTMENT

The Study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, reagent racks, lockers and drawers, for twenty students. Reagents, glassware and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation,

reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The high standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily



Reid Hall



The Physics Laboratory

newspapers and the standard magazines are regularly referred to and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the class-room based upon the text-book, outside reading in standard works or in collections of extracts from the sources, and talks by the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the class-room, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

The first year work consists in a thorough drill in the fundamentals of Algebra. The class is divided into small sections and every effort is made to see that the members of the first class get an accurate knowledge of Algebra to quadratics.

The second year is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in elementary algebra.

Plane Geometry is studied in the third year. Each student is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the

senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

DEBATE AND PUBLIC SPEAKING

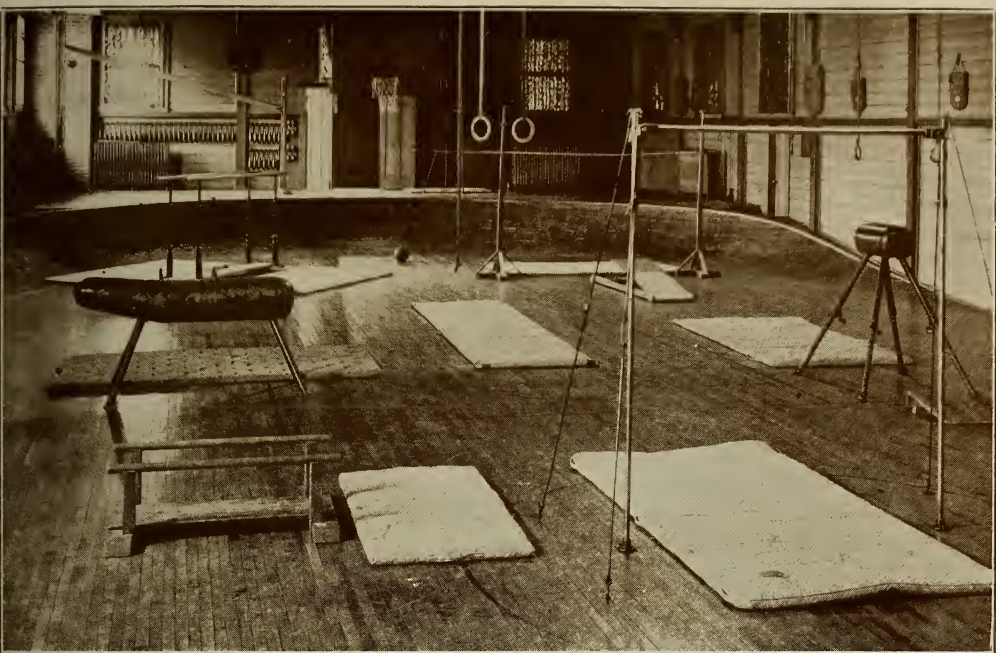
During the winter term an elective course in argumentation is offered as an introduction to the college course the student will receive later, and opportunity is given for practice in public speaking and debate. From this class the school debating team is chosen. The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral growth of the students, Physical Training was established in 1910 as a regular department of the Academy. The aim of the department is to promote health, systematic bodily development and efficiency, to make a beginning in real physical education. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

Each boy is given a physical examination by the Physical Director and the School Physician at the beginning of each year. In case of individual need he is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time



One End of the Gymnasium



The Swimming Pool

to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

HEALTH LECTURES

In addition to the supervision exercised by the physical director, lectures on health and hygiene are given from time to time by Dr. A. C. Haven, the School Physician.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, golf, tennis, basketball and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. A special class in heavy apparatus is organized for advanced students who wish to work for the gymnasium team. In classes students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gym shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes. Considerable interest has been taken in archery during the last few years under the direction of Mr. E. J. Rendtorff, who won the American championship in June, 1913.

SWIMMING

Swimming in the new gymnasium pool is a compulsory part of the work for those students who are physically fit. If

a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors. Instruction is also given in life saving and resuscitation.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, gymnastics, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. The Campus furnishes space for two diamonds, two football fields, eight tennis courts, a one-fifth of a mile cinder track with a 220-yard straightaway and an outdoor basketball court.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy. Students are allowed to compete in games only when they are in good physical condition.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further en-

couragement to general development, the physical director has offered a prize for the winner of the all-round competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The physical director keeps constant watch over sanitary and hygienic conditions. He makes inquiries every morning in each dormitory, coöperating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar per day is charged, not including the physician's fees.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function and care of the body and of sanitary conditions under which we live. The course is for a half year and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Herr Gustav Birn in violin and piano, with Mrs. Myrta Coe Rundle in piano, with Mr. Charles W. Mountain in voice, and with Mr. John B. Corbett in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by a master in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in dancing are given by Mr. C. Henry Jacobsen, a graduate of the University of Berlin. He is assisted in teaching ballroom etiquette and the modern dances by Mrs. Jacobsen. The exaggerated forms of the new dances are not tolerated.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake Forest many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; and many others.

EXPENSES

The tuition for day pupils is \$250.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils in single rooms is \$600.00, in suites \$650.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.



The Archery Club



The Main Athletic Field

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course per term \$5.00

Athletics per term 5.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Graduation Fee \$5.00

Vocal Lessons per lesson 1.50

Instrumental Lessons per lesson 1.50

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction is made for students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting six weeks or more, and then under no condition will more than half the charges be refunded.* Of the \$600.00 charged for single rooms, \$350.00 is payable on the opening day of the school year, and \$250.00 on January 15th.

Parents are requested to allow only a limited amount of spending money. Some boys have only fifty cents a week; a dollar a week is a very liberal allowance. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book store in Reid Hall. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, and so on. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier and chair. Each boy is expected to bring:

- | | |
|------------------------------------|---------------------------------|
| 2 Pairs of Sheets | 4 Pillow Cases (Size of pillow, |
| 2 Pairs of Blankets | 23 x 29 in.) |
| 2 Counterpanes or Couch Cover | 12 Towels |
| (Size of bed, 6 ft. x 3 ft. 6 in.) | 8 Napkins |

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys are advised to furnish in addition, a napkin ring, drinking glass, toilet soap, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.



The Musical Clubs



The Mid-Winter Dance

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

<i>Editor-in-Chief</i>	E. S. MAYER
<i>Business Managers</i>	O. CHATFIELD-TAYLOR
	J. B. MALLERS III

THE STAFF

<i>Managing Editor</i>	WALSH BALDWIN
<i>Sporting Editor</i>	EDWARD HILDRETH
<i>Assistant Sporting Editor</i>	WARREN WATERMAN
<i>Social Editor</i>	MAURICE VAN ARSDALE
<i>Alumni Editor</i>	WILLARD A. PEASE

THE CAXY

Published annually by the members of the Senior Class.

<i>Editor-in-Chief</i>	E. S. MAYER
<i>Business Manager</i>	D. V. LEMON
<i>Managing Editor</i>	O. CHATFIELD-TAYLOR
<i>Artists</i>	{ P. H. BERRYMAN
	{ G. M. STAPLES

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a gymnasium exhibition add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than to permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities. On February 20th, 1915, the club gave a successful farce-comedy entitled "William Warren's Welcome," under the direction of masters in residence. The play was staged at the Durand Art Institute. The cast of characters was as follows:

<i>Hamilton Parker</i>	E. S. MAYER,	'15
<i>James, his butler</i>	C. M. AVERY,	'18
<i>John Parker, his son</i>	D. V. LEMON,	'15
<i>Miss Mildred Parker, his maiden sister</i> .	W. S. REILLY,	'15
<i>Miss Grace Holden, his secretary</i> . .	R. H. SHUMWAY,	'17
<i>Robert Crane, of the "Post"</i>	H. M. WORTHAM,	'17
<i>Sidney Earl, a second-story man</i> . . .	L. M. BERGEN,	'16
<i>Miss Sylvia Parker, Parker's daughter</i> .	W. G. WATERMAN, JR.,	'16
<i>Howard Thurston</i>	J. R. TEN BROECK,	'17
<i>E. Percival Pierson</i>	W. A. PEASE,	'15
<i>Nathaniel Rhodes, a first-story man</i> .	J. D. ROGERS,	'17
<i>A. Draper, sales agent</i>	CARLISLE ELLIS,	'17
<i>Oscar, a chauffeur</i>	WALSH BALDWIN,	'16
<i>William Warren, a class-mate of young Parker</i>	M. W. VAN ARSDALE,	'15

SYNOPSIS

ACT I. On the lawn at Oakdale, Mr. Hamilton Parker's country home. Late afternoon.

ACT II. A room at Oakdale. The same evening.

ACT III. The same. The next morning.



The Gargoyle Club Play

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1915 the program was as follows:

Selections from "Chin Chin"

THE ORCHESTRA

Winter Song *Bullard*

THE GLEE CLUB

Love's Like a Star, from "Atlantis" *Odell*

THE MANDOLIN CLUB

Honey, I Wants Yer Now *Coe*

THE GLEE CLUB

Selection *Caryll*

THE ORCHESTRA

Beauteous Night *Offenbach*

THE GLEE AND MANDOLIN CLUBS

Intermission

"A Room Episode" *An Original Sketch*

Messrs. PEASE, BAUER, MAYER, STUDEBAKER, MYERS and BERGEN

Assisted by

Professors Ketchum, Soakum, Stingum and Canum of the Faculty

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

First Tenors—

C. BAUER

W. PEASE

H. JONES

J. STUDEBAKER

O. CHATFIELD-TAYLOR

J. BRIDGMAN

First Basses—

E. MAYER

D. LEMON

C. SOLIER

W. BRANNUM

J. BEVIER

R. SHUMWAY

Second Tenors—

L. BERGEN
C. AVERY
P. BERGEN
R. OWSLEY
H. WILLIAMS

Second Basses—

C. FINLEY
H. WORTHAM
O. SCHREIER
O. KENT
M. VAN ARSDALE
H. YOUNG
J. TEN BROECK

MANDOLIN CLUB

First Mandolins—

O. CHATFIELD-TAYLOR
E. MYERS
O. SCHREIER
L. ROGERS

Second Mandolins—

M. VAN ARSDALE
G. STAPLES
J. STUDEBAKER
A. BRADY

ORCHESTRA

First Violins—

W. PAAPE
M. VAN ARSDALE
O. CHATFIELD-TAYLOR

Second Violins—

E. MYERS
G. STAPLES

Clarinet—

C. AVERY

Cornets—

O. SCHREIER
G. MCHIE

Drums—

E. SAMUEL

THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1914-1915 is as follows:

ORANGE CLUB

AVERY	McHIE	SOLIER
BRADY	McILVAINE	STEARNS, K.
CARTER	MALLERS, J.	STEARNS, S.
COOK	MALLERS, E.	STUDEBAKER
FINDLAY	MARK	SHELDON
FINLEY	McKAY	TEN BROECK
FITZ-HUGH	PAAPE	TROWBRIDGE
FRENCH	POPE	TAYLOR
GLUEK (Capt.)	PORTER	VAN ARSDALE
HERRON	REILLY	VAIL
HILDRETH	ROGERS, J.	WILSON
JAMES	SAMUEL	WALKER
JONES, H.	SCHREIER	YOUNG
LAMBERD	SHUMWAY	

BLACK CLUB

BALDWIN	ELLIS	NASH
BAUER	EVANS	OWSLEY
BEAL	FARWELL	PEASE (Capt.)
BELL	FRY	REICHMANN
BELLAMY	GEORGE	ROGERS, L.
BERGEN, P.	GOODNOW	STAPLES
BERGEN, L.	HEG	STEPHENSON
BERRYMAN	HILL	STEWART
BEVIER	JENSEN	THOMPSON
BRADLEY	JONES, M.	WATERMAN
BRANNUM	KENT	WILLIAMS, H.
BRIDGMAN	LEMON	WILLIAMS, R.
CAROTHERS	MAYER	WORTHAM
CLARKE	MYERS	WURTS
DEWEY		

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1914-1915 these officers are:

Football Captain	E. J. GLUEK
Football Manager	R. J. HILL
Basketball Captain	C. P. BAUER
Basketball Manager	J. B. MALLERS III
Track Captain	C. P. BAUER
Track Manager	D. D. JAMES
Baseball Captain	W. A. PEASE
Baseball Manager	E. M. SAMUEL

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basket-ball, baseball and track teams. The wearers of it for 1914-1915 are:

FIRST FOOTBALL, 1914

GLUEK, Captain	JAMES	LEMON
BERGEN	MALLERS	HERRON
FRY	SAMUEL	ELLIS
CAROTHERS	MYERS	HILL, Manager

SECOND FOOTBALL, 1914

L. ROGERS	WILLIAMS	AVERY
GOODNOW	YOUNG	BRADLEY
D. ROGERS	WATERMAN	BELL
		SCHREIER

THIRD FOOTBALL, 1914

K. STEARNS	E. MALLERS	JENSEN
NASH	TROWBRIDGE	GEORGE
P. BERGEN	EVANS	McHIE
REILLY	STEPHENSON	



The Football Team



The Football Squad

BASEBALL, 1914

PEASE, Captain	JAMES	RANDALL
FRUDDEN	HAWKINS	WITT
BAUER	THOMPSON	INGERSOLL, Manager
BERGEN		

TRACK, 1914

GLUEK, Captain	FRUDDEN	THOMPSON
BAUER	H. HOUSTON	PEASE, Manager
BERGEN	RANDALL	

FIRST BASKETBALL, 1914

BAUER, Captain	HERRON	J. MALLERS, Manager
BERGEN	LEMON	

SECOND BASKETBALL, 1914

BELL	MYERS	L. ROGERS
CAROTHERS	PEASE	VAIL
E. MALLERS	D. ROGERS	

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{3}{8}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{8}$ sec.
100 Yard Dash	Ingersoll and Bauer	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{8}$ sec.
440 Yard Dash	Stager	:53 $\frac{3}{8}$ sec.
Mile Run	Legg	4:59 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (16 lbs.)	Bedell	38 ft. 6 in.
Shot Put (12 lbs.)	Alderman	46 ft. 4 in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Running High Jump	Bancker	5 ft. 8 $\frac{7}{8}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Smith	10 ft. 4 in.
20 Yard Dash (indoor)	Schnur	:02 $\frac{3}{8}$ sec.

40 Yard Dash (indoor) . . .	{ Cooper Scott Zimmerman	:04 $\frac{4}{5}$ sec.
60 Yard Dash (indoor) . . .	Schnur and Ingersoll . . .	:06 $\frac{2}{5}$ sec.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One Mile Relay (six men, indoor)	{ Bishop Miller Flewellyn De Bronkart Haynes Barger	3:48 $\frac{2}{5}$ sec.
One Mile Relay (four men, indoor)	{ Bishop Percival Miller Flewellyn	3:48 $\frac{1}{2}$ sec.

COMMENCEMENT

JUNE 12 and 13, 1914

FRIDAY, JUNE 12.

Class Day Exercises	10:30 A. M.
School Championship Tennis Match	2:15 P. M.
Senior Promenade (The Gymnasium)	8:00 P. M.

SATURDAY, JUNE 13.

Commencement Exercises	10:30 A. M.
Buffet Luncheon (The Gymnasium)	12:30 P. M.

CLASS DAY EXERCISES

THE CHAPEL, 10:30 A. M.

Poem	ALFRED C. HAVEN, JR.
History	DUDLEY C. SMITH, JR.
Song—"Fair Lake Forest"	



The Gymnasium Team

Prophecy	WILLARD J. MASON
Announcement of Athletic Honors and Distribution of Prizes	
MR. HERSCHBERGER AND MR. MOIR	
Song—"Loyalty"	
Ivy Oration	FRANCIS A. COLEMAN, JR.
Reception of the Spade for the Class of 1915	JAMES A. FINDLAY
School Cheers	

COMMENCEMENT EXERCISES

THE CHAPEL, 10:30 A. M.

- I. March (*Wagner*) Piano
- II. Responsive Reading.
- III. Hymn—"Ein Feste Burg."
- IV. Prayer REV. W. H. W. BOYLE, D. D.
- V. Piano Solo—Kypriis (*Jensen*) HERR GUSTAV BIRN
- VI. Address by the Reverend Charles Frederick Wishart, A. B.,
D. D., Pastor of the Second Presbyterian Church, Chicago.
- VII. Violin Solo—Liebesfreud (*Kreisler*) . . . HERR GUSTAV BIRN
- VIII. Presentation of Diplomas by the Headmaster, with the An-
nouncement of Prizes.
- IX. Hymn—"Austrian Hymn."
- X. Benediction REV. JOHN NEWTON FREEMAN
- XI. Hungarian Dance (*Brahms*) Piano

PRIZES

THE HAVEN MEDAL is given annually by Dr. A. C. Haven of Lake Forest to the member of the graduating class who has had the highest average in scholarship during his third and fourth years.

THE ARTHUR SOMERVILLE REID MEDAL is given annually by Mrs. Simon J. Reid of Lake Forest to the member of the graduating class who has stood second during his third and fourth years.

THE HOBART C. CHATFIELD-TAYLOR PRIZE of a set of Thackeray is presented by Mr. H. C. Chatfield-Taylor of Lake Forest to the boy who, in the judgment of the faculty, speaks the best English among the boys of the school.

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE of twenty-five dollars in gold is presented by Mrs. H. C. Chatfield-Taylor of Lake Forest to the member of the senior class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

THE HOWARD MORRIS ENGLISH PRIZE is given each year by Mr. Howard Morris of Milwaukee to the member of the Lower Middle Class who has done the best work in English during the year.

THE BOYLE ESSAY PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit for the best essay on an assigned subject.

THE CARR SPELLING PRIZE is presented by Mr. Clyde M. Carr of Lake Forest to the boy who has shown the best record in spelling.

THE BAKER TENNIS CUPS are given by Mr. W. F. Baker of Manistee, Michigan, to the boy winning the annual spring tennis tournament and to the boy winning second place.

/ PRIZE CUPS are given by a friend of the school to the boy winning first place in the fall tennis tournament and to the boy winning second place.

THE RICHARDS DEBATE MEDALS are given by Mr. John W. Richards to the members of the school debating team.

THE BOYLE ATHLETIC PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit to the boy scoring the greatest number of points in the year's interscholastic contests.



The Baseball Team



The Track Team

THE CLUB TENNIS CUP has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A PRIZE OF BOOKS is given annually for excellence in Latin, Greek, Algebra, Trigonometry, French, German, History, Physics, Chemistry, English, Physiography, and Physiology.

THE WILLIAM C. DICKINSON SCHOLARSHIP of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, JUNE, 1914

THE HAVEN MEDAL

For Excellence in Scholarship in the Third and Fourth Years

FRED WASHINGTON KANN

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Third and Fourth Years

ALFRED COLES HAVEN, JR.

THE HOWARD MORRIS ENGLISH PRIZE

For Excellence in English in the Lower Middle Class

CALVIN DURAND TROWBRIDGE

THE BOYLE ESSAY PRIZE

For the Best Essay on an Assigned Subject

ERSKINE McLEOD BOYLE

THE CARR SPELLING PRIZE

For the Best Record in Spelling

OTIS CHATFIELD-TAYLOR

THE HEADMASTER'S DEBATE MEDALS

For Membership in the School Debating Team

FRANCIS ARTHUR COLEMAN, JR.

EDWARD CLEVELAND FRUDDEN

ALFRED COLES HAVEN, JR.

CALVIN DURAND TROWBRIDGE

THE HOBART CHATFIELD-TAYLOR PRIZE

For Excellence in Spoken English

FRANCIS ARTHUR COLEMAN, JR.

BOOK PRIZES

For Excellence in Latin

PAUL HARVEY BERRYMAN

JOHN BURRELL BRIDGMAN

SHERMAN DRAKELEY STEARNS

ALFRED COLES HAVEN, JR.

For Excellence in Greek

MITCHELL TODD

For Excellence in German

JOHN BURRELL BRIDGMAN

FRED WASHINGTON KANN

BICKNELL JAMES WOODBURY

With Honorable Mention of JOHN BERNARD MALLERS III

For Excellence in French

HAMILTON WATKINS

GEORGE NICHOLAS GOODNOW

JOHN CLARON HAWKINS

For Excellence in History

FRED WASHINGTON KANN

JOHN BERNARD MALLERS III

HIRAM HURLBURT BELDING, JR.

For Excellence in Algebra

HIRAM BELDING YOUNG

CLAYTON CASKEY INGERSOLL

EDWIN SOLOMON MAYER

For Excellence in Plane Geometry

JOHN BERNARD MALLERS III

With Honorable Mention of JOHN BURRELL BRIDGMAN

For Excellence in Solid Geometry

EDWIN SOLOMON MAYER

For Excellence in Trigonometry

BICKNELL JAMES WOODBURY

For Excellence in Physics

DUDLEY CHASE SMITH, JR.

For Excellence in English

DONALD MARVIN	CALVIN DURAND TROWBRIDGE
JOHN BURRELL BRIDGMAN	EDWIN SOLOMON MAYER
FRED WASHINGTON KANN	

For Excellence in Chemistry

PAUL HARVEY BERRYMAN

For Excellence in Physiography

DONALD DULANEY JAMES

For Excellence in Physiology

WALTER SCRIPPS HOUSTON

HONOR LIST

SENIOR CLASS

FRED WASHINGTON KANN, 1st	ALFRED COLES HAVEN, 2nd
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UPPER MIDDLE CLASS

PAUL HARVEY BERRYMAN, 1st	JOHN BERNARD MALLERS III, 2nd
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LOWER MIDDLE CLASS

JOHN BURRELL BRIDGMAN, 1st	DONALD DULANEY JAMES, 2nd
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FIRST CLASS

HIRAM BELDING YOUNG, 1st	SHERMAN DRAKELEY STEARNS, 2nd
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DIPLOMAS AWARDED, 1914

CHAUNCEY SHERWOOD BAKER	CHARLES ROSENBAUM KOZMINSKI
HIRAM HURLBURT BELDING, JR.	DONALD CASTLE MCGINNIS
ERSKINE MCLEOD BOYLE	RALPH ARTHUR MCWALD
FRANCIS ARTHUR COLEMAN, JR.	JAMES ALLISON MORGAN
FREDERICK RENNER COOK	ALBERT HENRY SIBBERNSEN
HOWARD CROWDER COX	DUDLEY CHASE SMITH, JR.
ALFRED COLES HAVEN, JR.	GEORGE TUPPER SWANDALE, JR.
JOHN CLARON HAWKINS	LESLIE CLAYTON THOMPSON
CLAYTON CASKEY INGERSOLL	MITCHELL TODD
FRED WASHINGTON KANN	BICKNELL JAMES WOODBURY

SOCIAL AND ATHLETIC CALENDAR

WINTER TERM, 1915

January	9.	Motion Pictures at the Academy.
January	12.	Basketball, L. F. A. vs. New Trier High School, at Winnetka.
January	13.	Swimming Meet, L. F. A. vs. New Trier High School, at Winnetka.
January	14.	Address, Mr. F. B. Miller.
January	16.	Basketball, L. F. A. vs. Crane Technical High School.
January	16.	Motion Pictures at the Academy.
January	18.	Address, Mr. R. H. Edwards.
January	19.	Lecture Course, W. W. Ginn in "The Man from Home."
January	20.	Basketball, L. F. A. vs. Deerfield High School.
January	23.	Motion Pictures at the Academy.
January	25.	Basketball, L. F. A. vs. Evanston Academy.
January	29.	Basketball, L. F. A. vs. McKinley High School.
January	30.	Informal Dance at the Gymnasium.
February	6.	Basketball, L. F. A. vs. Culver, at Culver.
February	6.	Motion Pictures at the Academy.
February	10.	Basketball, L. F. A. vs. Evanston Academy, at Evanston.
February	13.	Motion Pictures at the Academy.
February	15.	Basketball, L. F. A. vs. New Trier High School.
February	17.	Basketball, L. F. A. vs. Morgan Park Academy.
February	19-20.	Mid-Winter Festivities. Program: Musical Clubs Concert (Feb. 20, 7:30 p. m.); Informal Dance (Feb. 20, 9:00 p. m.); Gymnasium Exhibition (Feb. 21, 10:00 a. m.); Gargoyle Club Play (Feb. 21, 2:30 p. m.); Mid-Winter Dance (Feb. 21, 7:00 p. m.).
February	26.	Basketball, L. F. A. vs. Lewis Institute, at Chicago.
March	1.	Basketball, L. F. A. vs. Evanston High School, at Evanston.
March	5.	Garriek Club Plays, at the Art Institute.
March	6.	Lecture Course, Ralph Bingham.
March	9.	Basketball, L. F. A. vs. Morgan Park Academy, at Morgan Park.
March	10.	Interscholastic Debate, L. F. A. vs. Evanston Academy.
March	12.	Ferry Hall Play, "The Vicar of Wakefield."
March	13.	Basketball, L. F. A. vs. Racine College School.



A Lake View

Students

SENIOR CLASS

CARL PHILLIP BAUER	MANDAN, NORTH DAKOTA
PAUL HARVEY BERRYMAN	LAKE FOREST, ILLINOIS
FRANK OTTO CAROTHERS	PONTIAC, ILLINOIS
FREDERICK RENNER COOK	EVANSVILLE, INDIANA
JAMES ANDERSON FINDLAY	LAKE FOREST, ILLINOIS
EUGENE JOHN GLUEK	MINNEAPOLIS, MINNESOTA
EDWARD HILDRETH	FAIRFIELD, IOWA
DEAN VANCE LEMON	HILLSBORO, OHIO
JOHN BERNARD MALLERS, III	CHICAGO, ILLINOIS
EDWIN SOLOMON MAYER	TOYAHVALE, TEXAS
WILLARD APPLETON PEASE	BERWYN, ILLINOIS
WALTER SHERIDAN REILLY	DANVILLE, ILLINOIS
ARTHUR KENDALL STEARNS	LAKE BLUFF, ILLINOIS
CLARK DUNCAN TILDEN	AMES, IOWA
WILLIAM H. H. VAIL	CHICAGO, ILLINOIS
MAURICE WILLIAM VAN ARSDALE	RACINE, WISCONSIN

UPPER MIDDLE CLASS

WALSH BALDWIN	CHICAGO, ILLINOIS
LLOYD MOSS BERGEN	MILWAUKEE, WISCONSIN
JOSEPH BEVIER	SOUTH BEND, INDIANA
BYRON WAYNE BRADLEY	MOLINE, ILLINOIS
JOHN BURRELL BRIDGMAN	LAKE FOREST, ILLINOIS
EARL WOOD CARTER	RIPON, WISCONSIN
CARYL CLARKE	LINCOLN, NEBRASKA
CARTER HARRISON FITZ-HUGH	LAKE FOREST, ILLINOIS
AMHERST ANDREW FRY	ST. PAUL, MINNESOTA
CORRINGTON GILL	GRAND RAPIDS, MICHIGAN
GEORGE NICHOLAS GOODNOW	HIGHLAND PARK, ILLINOIS
ELLIS GRIFFITH	LAKE FOREST, ILLINOIS
ERNEST HEG	CHICAGO, ILLINOIS
ALEXANDER HERRON	SIDELL, ILLINOIS
RUSSELL JAMES HILL	CHICAGO, ILLINOIS
DONALD DULANEY JAMES	DANVILLE, ILLINOIS
MAXWELL JONES	KALAMAZOO, MICHIGAN
GRANT ARNOT MARK	SEATTLE, WASHINGTON
WALLACE MONTAGUE, JR.	LA CROSSE, WISCONSIN
EDWIN EARLE MYERS	HINSDALE, ILLINOIS
LAUREN EASTMAN ROGERS	LAUREL, MISSISSIPPI
OTTO KASPER SCHREIER	SHEBOYGAN, WISCONSIN
JACK SCOTT	GRENADA, MISSISSIPPI
CHARLES WINSLOW SOLIER	EVANSTON, WYOMING
SHERMAN DRAKELEY STEARNS	LAKE BLUFF, ILLINOIS
HUGH ROBERT STEPHENSON	SOUTH BEND, INDIANA
ALAN KRETSINGER STEWART	FORT MADISON, IOWA
OTIS CHATFIELD-TAYLOR	LAKE FOREST, ILLINOIS
ELMO EARL WALKER	ROGERS, ARKANSAS
WARREN GOOKIN WATERMAN, JR.	GALESBURG, ILLINOIS
HOLLIS WILLIAMS	GALESBURG, ILLINOIS
STEPHEN D. WILSON	BOONTON, NEW JERSEY

LOWER MIDDLE CLASS

JAMES LACEY BEAL	EVANSTON, ILLINOIS
MAC MILO BELL	HILLSBORO, OHIO
W. B. TEMPLE BELLAMY	CHICAGO, ILLINOIS
CARLISLE ELLIS	CHARLES CITY, IOWA
STANLEY BARNES FARWELL	KENILWORTH, ILLINOIS
CEDRIC FERRE FINLEY	BATAVIA, ILLINOIS
STUART ROSS FRENCH	LAKE FOREST, ILLINOIS
ORLOW ALBERT KENT	BINGHAMTON, NEW YORK
CHARLES ELLSWORTH LAMBERD, II	CLARKSBURG, WEST VIRGINIA
ARTHUR EUGENE LYON	WINONA LAKE, INDIANA
GEORGE McHIE	CHICAGO, ILLINOIS
LEWIS CARROLL MOORE	CEDAR RAPIDS, IOWA
JOHN CALHOUN NASH	MERIDIAN, MISSISSIPPI
JAMES DWIGHT ROGERS	HILLSBORO, OHIO
EDWARD MARSHALL SAMUEL, JR.	LAKE FOREST, ILLINOIS
R. HALLETT SHUMWAY	ROCKFORD, ILLINOIS
GEORGE McLELLAN STAPLES	EVANSTON, ILLINOIS
WILLIAM VAN EPS STEVENSON	SIOUX FALLS, SOUTH DAKOTA
JOHN MOHLER STUDEBAKER, III	SOUTH BEND, INDIANA
JOHN ROBERT TEN BROECK	HIGHLAND PARK, ILLINOIS
BENJAMIN SMITH THOMPSON	PIPER CITY, ILLINOIS
HORACE MARTIN WORTHAM	ROCKFORD, ILLINOIS
HIRAM BELDING YOUNG	CHICAGO, ILLINOIS

FIRST CLASS

CYRUS MINOR AVERY	PEORIA, ILLINOIS
PAUL BERGEN	MILWAUKEE, WISCONSIN
ALBERT BIRD BRADY	BLOOMINGTON, ILLINOIS
WILLIAM SAMUEL BRANNUM, JR.	CHICAGO, ILLINOIS
MILES HALIBURTON CHAPMAN	CHICAGO, ILLINOIS
HARVEY LA VERNE CRONINGER	CISCO, ILLINOIS
EDWARD DEWEY	MILWAUKEE, WISCONSIN
LAWRENCE CURTIS EVANS	TOPEKA, KANSAS
ISAAC STEVENSON GEORGE	MARINETTE, WISCONSIN
BERTRAM PHILIP JENSEN	GARY, INDIANA
HAROLD ERNEST JONES	CHICAGO, ILLINOIS
EDWARD BENJAMIN MALLERS	CHICAGO, ILLINOIS
WILLIAM B. McILVAINE	HUBBARD WOODS, ILLINOIS
PERCY ALWEED McKAY	KOBE, JAPAN
RANDOLPH GIBSON OWSLEY	LAKE FOREST, ILLINOIS
WALDEN WILLIAM PAAPE	LAKE FOREST, ILLINOIS
EDWARD S. POPE	LAKE FOREST, ILLINOIS
DAVID QUIGG PORTER	CHICAGO, ILLINOIS
WILLIAM REICHMANN	KENILWORTH, ILLINOIS
ARTHUR FREDERICK SHELDON, JR.	AREA, ILLINOIS
CORNELIUS M. TROWBRIDGE	LAKE FOREST, ILLINOIS
ROBERT YOE WILLIAMS	HIGHLAND PARK, ILLINOIS
JOHN JAY WURTS	CHICAGO, ILLINOIS

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LAKE FOREST ACADEMY



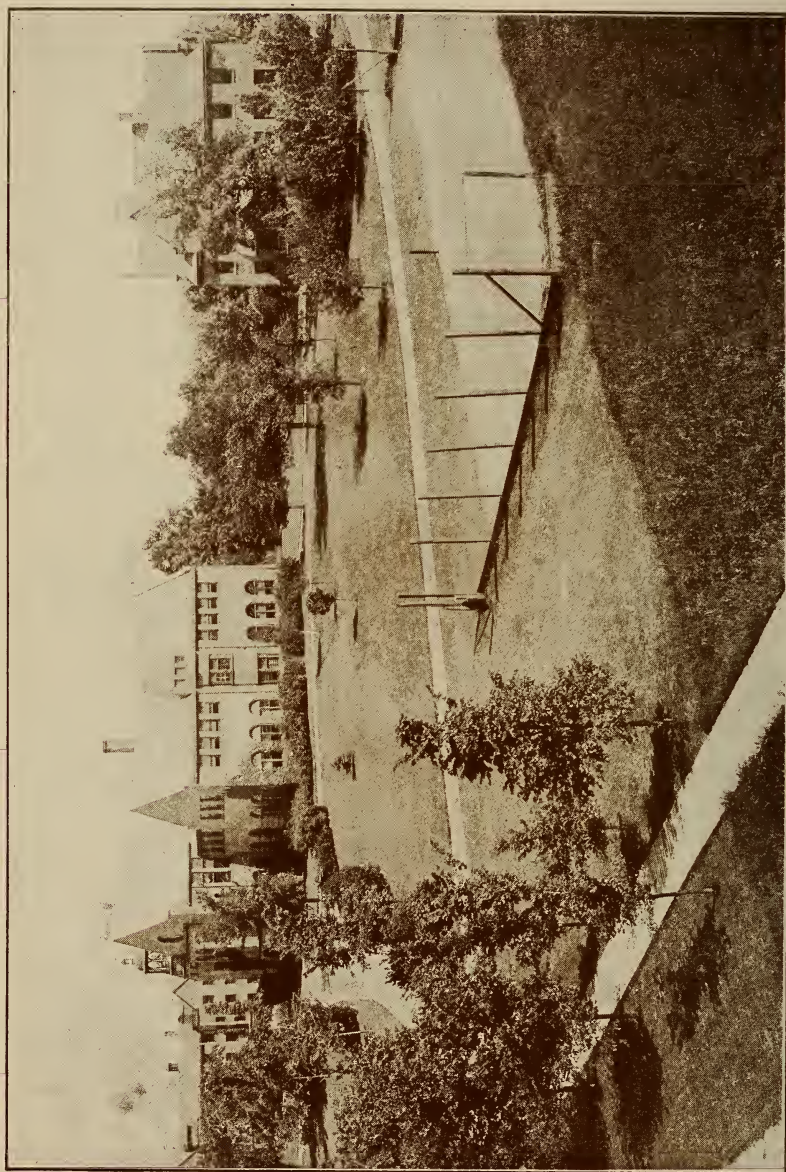
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Northwest Corner of the Campus

Lake Forest Academy

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Catalogue 1915-16

MEMBER OF THE
NORTH CENTRAL ACADEMIC
ASSOCIATION

Lake Forest, Illinois

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PRESIDENT OF LAKE FOREST UNIVERSITY

JOHN SCHOLTE NOLLEN, PH.D.

TRUSTEES

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ALBERT B. DICK, Vice-President	The REV. JAMES G. K. McCLURE,
JOHN V. FARWELL, Treasurer	D. D.
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SIDNEY A. BENEDICT	JOHN S. NOLLEN, PH.D.
AUGUSTUS A. CARPENTER	LOUIS F. SWIFT
HOBART C. CHATFIELD-TAYLOR	JAMES VILES
STANLEY FIELD	The REV. ANDREW C. ZENOS, D. D.

CHARLES E. LATIMER, Assistant Treasurer

ACADEMY COMMITTEE

ALFRED L. BAKER, Chairman	SIDNEY A. BENEDICT
JOHN V. FARWELL	ALBERT B. DICK
HOBART C. CHATFIELD-TAYLOR	

FACULTY

HEADMASTER

JOHN WAYNE RICHARDS, A. M. *Mathematics*
(Ohio Northern University, Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. *Physics and Chemistry*
SENIOR MASTER

(University of Wisconsin, Northwestern University)

CLARENCE BERTRAM HERSCHBERGER, A. B. *Mathematics*
(University of Chicago)

PAUL GRISWOLD HUSTON, A. M. *English*
(Princeton University)

HERMAN JOHN KNAPP, A. B. *History*
(Wabash College)

JOHN DANIEL ROADS, A. B. *German*
(Ohio Wesleyan University, University of Chicago,
University of Berlin)

EVERETT LINDLEY WYMAN, A. B. *French and Mathematics*
DIRECTOR OF MUSIC
(Colby College, Institut St. Germain, Paris)

ARTHUR LEE EDGINGTON, A. M. *Latin*
(Harvard University)

OTTO ERWIN SEILER, A. B. *Physical Training and Mathematics*
(University of Illinois)

ROBERT LOUIS GRINNELL, A. B. *English*
REGISTRAR
(Yale University)

LYNN RAMSAY EDMISTER, A. B. *History and English*
(Harvard University)

LELAND SCOTT MCLEOD, A. M. *Latin and Greek*
(Brown University)

COWDEN LAUGHLIN, PH.D. *Modern Languages*
APPOINTED 1916
(Princeton University, University of Berlin)

INSTRUCTORS

GUSTAV BIRN.....	<i>Instrumental Music</i>
J. GREGORY KEANE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar and Banjo</i>
MRS. MYRTA COE RUNDLE.....	<i>Piano</i>

EXECUTIVE STAFF

BURSAR	SECRETARY TO THE HEADMASTER
F. W. RICHMAN	MISS HENRIETTA P. SODEN
CHIEF ENGINEER	MATRON
H. E. BEARD	MRS. CLARUS H. ROUSH

SCHOOL PHYSICIAN
ALFRED C. HAVEN, M. D.

VISITING PHYSICIANS
B. N. PARMENTER, M. D. T. S. PROXMIRE, M. D.

RESIDENT NURSE
MISS CATHERINE BRADLEY

SUPERINTENDENT OF BUILDINGS AND GROUNDS
GEORGE BAUMAN

ELECTRICIAN
D. W. WATSON

CARPENTER
WILLIAM CARLSON

ACADEMY CALENDAR

1916

June	14-15.	Commencement.
June	19-24.	College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1916-1917

1916

September	19.	Tuesday (2 P. M.)	<i>Autumn Term Begins.</i>
November	29.	Thursday . . .	Thanksgiving Day (Holiday)
December	21.	Thursday (noon)	Autumn term ends

Christmas vacation of three weeks.

1917

January	10.	Wednesday (7 P. M.)	<i>Winter Term Begins</i>
February	8.	Thursday . . .	Day of Prayer
February	23-24.	. . . . .	Midwinter Festivities
March	23.	Friday (noon) .	Winter term ends

Spring vacation of eleven days.

April	3.	Tuesday (7 P. M.)	<i>Spring Term Begins</i>
May	30.	Wednesday . . .	Memorial Day (Holiday)
June	15-16.	Commencement

SCHOOL YEAR 1917-1918

September	18.	Tuesday (2 P. M.)	<i>Autumn Term Begins.</i>
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Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, twenty-eight miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The city charter forbids the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about twenty minutes' walk to the southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the proximity of the school to a large city are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into Chicago without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago, and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893 the Academy moved to its own campus, where the present houses and school building were erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable con-

ditions for instruction, study and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large proportion of her graduates who are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Lake Forest, Michigan, Minnesota and Nebraska. College entrance examinations for Yale, Harvard and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainments and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised

every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better will be turned away from Lake Forest, yet the vicious and incorrigible boy is easily and quickly discovered, and will not be retained in the school. As long as a boy improves in spirit and in work, the best the Academy has is at his service.



Views on the Campus

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday mornings, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the needs of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster.

On Monday mornings, instead of attending prayers in the Chapel, the classes meet for Bible study. Very frequently there is an outside speaker at the Chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, and the Rev. John Timothy Stone are among those who have brought religious messages at such times.

BUILDINGS AND GROUNDS

The three house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from three deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually

well equipped for the study of physics and chemistry in a preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains more than six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining-room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work



Front of Chapel from the Balcony



The Library

in winter. Besides there is a large dressing-room with steel lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the Campus.

GOLF COURSE. The school is exceedingly fortunate in the opportunity for golf afforded its boys. Through the courtesy of the Onwentsia Club, the students of the Academy who are not residents of Lake Forest may have the privilege of the Onwentsia Golf Course, one of the finest and best known in the country. This is an eighteen-hole course, with a total length of more than six thousand yards. It may be reached by a ten-minute walk from the campus. The club charges a nominal fee of fifteen dollars.

HOCKEY. A large space on the campus is flooded in winter to afford facilities for skating and hockey.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.00 per day. The value of the hospital and equipment is \$20,000.00.

The "Lake Forest Hospital for Contagious Diseases" offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been increased by more than \$50,000.

In 1912 the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$9,000.

During the past three years the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewage improvements, \$6,000.



The Main Corridor in Reid Hall



View on the Onwentsia Golf Course

A great increase in the capacity of the central heating plant and new steam line, \$6,000.

Redecorating and refinishing buildings, \$6,000.

New seats in all recitation rooms and new pews in chapel, \$1,500.

A system of electric gongs installed; new equipment placed in all recitation rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. The gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

The value of the Academy plant and equipment now approximates \$400,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample opportunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

- 7:00. Rising-bell.
- 7:30. Breakfast.
- 8:00. Chapel.
- 8:25-1:00. Recitations and study.
- 1:10. Dinner.
- 1:45-5:30. Recreation.
- 5:30-6:25. Study for boys seriously deficient in work.
- 6:30. Supper.
- 7:00-7:30. Recreation.
- 7:30-9:30. Study for all boys.
- 10:00. Lights out.

SUNDAY APPOINTMENTS

- 8:00. Rising-bell.
- 8:45. Breakfast.
- 10:45. Church.
- 1:15. Dinner.
- 5:15. Vesper service.
- 6:00. Supper.
- 10:00. Lights out.

DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory may be dismissed from the Academy though no formal charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions,



The Swift Filter



Central Heating and Power Plant

his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives four censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his connection with the School. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of seven Seniors and two members of the Upper Middle Class. Five of this number are elected by the students and four are chosen by the headmaster. They take the lead among

the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proven of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are not permitted in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer. No students except those having an exceptionally good record in scholarship and conduct will be admitted to the Senior Class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Academy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the First Class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, unusual opportunities are offered to day students. The location of the school, in the center of the North Shore terri-



East House



The Gymnasium

tory, makes it easy of access to many boys of different communities.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases telegrams or long distance telephone calls should be addressed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least fifteen credits of work. One credit means the completion of work amounting to not less than one hundred and twenty recitation periods of sixty minutes each.

Of the fifteen credits ten and one-half are required as follows:

Four credits in English;

Two and one-half credits in Mathematics;

Two credits in one foreign language;

One credit in a laboratory science;

One credit in History.

The remaining four and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 22, in accordance with the requirements of the college he expects to enter, either by certificate or by examination. No boy is permitted to take less than eighteen or more than twenty-four hours per week.

ARRANGEMENT OF SUBJECTS BY YEARS

	Courses	College Entrance Examinations
First Class	Latin Ia (6) Latin Ib (4) Algebra I (5) English I (5) Physiology (2) Physiography (2) Ancient History (5)	Ancient History
Lower Middle Class	Latin II (6) Algebra II (4) English II (4) French I (5) German I (5) Greek I (5) Spanish I (4)	{ Cæsar-Nepos { Latin Grammar { Elementary Composition { Algebra I and II
Upper Middle Class	Latin III (5) Plane Geometry (5) English III (4) French II (4) German II (5) Greek II (5) English History (4) Chemistry (5) Spanish II (4)	{ Cicero-Sallust { Advanced Composition { Plane Geometry { English I { French A { German A { Anabasis { Greek Grammar and Composition { English History { Chemistry { Spanish
Senior Class	Latin IV (5) English IV (4) United States History and Civics (5) Greek III (4) Physics (5) Advanced Algebra (2) Trigonometry (2) Solid Geometry (3) French III (4) German III (4)	Vergil-Ovid English II United States History Iliad Physics Advanced Algebra Trigonometry Solid Geometry French B German B

The figures in parenthesis following the various subjects indicate the number of hours per week.

The second column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, etc., is prepared for, and when he is best fitted to take them.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week; *Rhetoric*, twice; *Grammar*, once.

Text-books in Literature—

First Term—Scott, "Ivanhoe."

Second Term—Irving, "Sketch-Book"; Whittier, "Snow Bound"; Stevenson, "Treasure Island."

Third Term—Parkman, "The Oregon Trail"; Lowell, "The Vision of Sir Launfal."

Text-book in Rhetoric (throughout the year)—"Elementary English Composition" (Sykes).

Text-book in Grammar (throughout the year)—"A Brief English Grammar" (Scott and Buck).

LATIN Ia—"Introduction to Latin" (Kirtland and Rogers). Six times a week.

LATIN Ib—"Introduction to Latin" (Kirtland and Rogers); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS—"Elementary Algebra" (Hawkes-Luby-Touton). Five times a week.

HISTORY—ANCIENT. "Ancient World" (West). "Ivanhoe" Map Series; numerous standard reference works. Outlines showing the chief events in their relative order and importance are furnished by the instructor, filled out by the students, and form the basis of a permanent notebook for review work. Five times a week.

SCIENCE — PHYSIOLOGY — "Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Elementary Physiology" (Foster and Shore). Twice a week.

PHYSICAL GEOGRAPHY—"Physical Geography" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

ENGLISH—*Literature*, twice a week; *Rhetoric*, twice.

Text-books in Literature—

First Term—Defoe, "Robinson Crusoe"; Goldsmith, "The Traveller" and "The Deserted Village"; Franklin, "Autobiography."

Second Term—Gray, "Elegy in a Country Churchyard"; Burns, Selections; Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."

Third Term—Scott, "Kenilworth."

Text-book in Rhetoric (throughout the year)—"Beginnings of Rhetoric and Composition" (A. H. Hill).

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); Review of Grammar; Prose Composition (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—Grammar, "Elementary French" (Aldrich and Foster); Reader (Aldrich and Foster). Five times a week.

GERMAN—Grammar, "First Book in German" (Bagster-Collins); Reader, "Grusz aus Deutschland" (Holzwarth); "Aus Meiner Welt" (Meissner); Sight Reader, "Jung Deutschland" (Gronow). Five times a week.

SPANISH—"Spanish Grammar" (Hill and Ford). About one hundred pages of selected easy prose. Four times a week.

MATHEMATICS—"Second Course in Algebra" (through quadratics) (Hawkes-Luby-Touton). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week; *Rhetoric*, twice.

Text-books in Literature—

First Term—Shakespeare, "Henry V," "As You Like It," and "The Merchant of Venice."



Alice Home Hospital



View in a Ravine

Second Term—Tennyson, "The Princess" and "Idylls of the King."

Third Term—Macaulay, "Lays of Ancient Rome"; Stevenson, "Inland Voyage" and "Travels with a Donkey."

Text-book in Rhetoric (throughout the year)—"English Composition" (Lamont).

LATIN—Cicero, "In Catilinam," "De Imperio Pompeii," "Pro Archia," "Pro Marcello" (D'Ooge); Prose (Bennett). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); Review of Grammar. Five times a week.

FRENCH—Grammar, Review based on Aldrich and Foster's "Elementary French"; Composition, "French Composition" (Koren). Reading, Daudet, "Trois Contes"; Hugo, "Les Misérables"; Labiche et Martin, "La Poudre aux Yeux." Four times a week.

GERMAN—Review of Grammar, based on texts read and specially prepared outlines; Composition, "German Exercises" (Wesselhoeft); "German Composition" (Pope); special work in composition in connection with texts read. Reading, Storm, "Immensee"; Gerstäcker, "Germelshausen"; Baumbach, "Der Schwiegersohn." Five times a week.

SPANISH—Review of Grammar, based on Hill and Ford. Composition based on specially prepared outlines. Reading from selected texts. Four times a week.

MATHEMATICS—Plane Geometry (Phillips and Fisher). Five times a week.

SCIENCE—Chemistry (McPherson and Henderson). Lectures, recitations, laboratory work. Five times a week.

HISTORY—**ENGLISH HISTORY**. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Frequent references are assigned on special topics, the chief books used being the stand-

ard texts by Greene, Stubbs, Hallam, etc. Outlines furnished by the instructor are filled out by the students, forming a complete synopsis for review purposes. Four times a week.

SENIOR CLASS

ENGLISH—*Literature* (in preparation for the English II examination of the College Entrance Examinations), twice a week; *Rhetoric*, twice.

Text-books in Literature—

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "L'Allegro," "Il Penseroso," and "Comus"; Macaulay, "Life of Johnson."

Third Term—Washington, "Farewell Address"; Webster, "First Bunker Hill Oration"; Lincoln, Addresses.

Text-book in Rhetoric (throughout the year)—"Paragraph-Writing" (Scott and Denney).

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown); "A Term of Ovid" (Gleason). Sight Reading. Five times a week.

GREEK—Iliad, Books I-III, or equivalent amount of Odyssey (Seymour); Prose. Four times a week.

FRENCH—Review of Grammar; Advanced Composition, "French Composition" (Mansion); Reading, Molière, "Le Médecin Malgre Lui"; Merimee, "Carmen and Other Stories"; Potter, "Dix Contes Modernes." Four times a week.

GERMAN—Composition, "German Composition" (Wesselhoeft); "German Composition" (Harris); Reading, Heine, "Die Harzreise"; Schiller, "Wilhelm Tell"; Riehl, "Fluch der Schönheit"; Goethe, "Hermann und Dorothea." Four times a week.

HISTORY—AMERICAN HISTORY AND CIVICS. "American History" (Muzzey); "Ivanhoe" Map Series. The study of the regular text-book is supplemental by reference assign-

ments to special topics in such standard texts as those of Parkman, Wilson, etc. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note-book. The course in American History is supplemented also by regular work in civics, using Garner's "Civics" as a basis for study, reference being made to selected topics in Bryce's "American Commonwealth." Five times a week.

MATHEMATICS—Solid Geometry (Phillips and Fisher), three times a week; Plane Trigonometry (Phillips and Strong), twice a week; Advanced Algebra (Hawkes), twice a week.

SCIENCE—Physics (Millikan and Gale); Lectures, recitations, laboratory work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the class-room, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English I of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English II. At graduation, therefore a student is prepared in English to enter any of the Eastern colleges that admit only upon examination,

or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first year, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and correct spelling and neat, legible penmanship are strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In coöperation with the Gargoyle Club, too, and in order to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered based on the New Requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar and Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.



The Study Hall



A Recitation Room

In the third year the prescribed amount of Cicero and Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. The fourth year the required parts of Vergil's *Æneid* with selections from the remainder of the work and from Ovid are read.

The work throughout the entire course is in harmony with the spirit of the New Requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two or three year course in Greek is offered for those who need it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third to Homer. The same principles underlie the courses in Greek as those in Latin. Accuracy in grammar work and grasp of the language as shown in sight translation, not his ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second and third years one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys

are then prepared to take the examinations or to enter college by certificate of the school.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Aldrich and Foster's Elementary French is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year the Aldrich and Foster French Reader is taken up and much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary French examinations (College Board—French A). In the third year a systematic review of the grammar is made, extending the study to the finer points, and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well as modern prose. Students who have taken this course successfully should be able to pass the college advanced French examinations (College Board—French B).

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a two-year course in that

language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on and dictation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on a simple conversation.

Hill and Ford's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, including the more common irregular verbs, and the reading of about one hundred pages of easy prose with exercises in retranslation into Spanish of simple variations of the text read.

In the second year the study of the grammar is continued with a review of the rudiments to prepare the student for the college Elementary Spanish examination. All but the rare irregular verb forms are learned. Composition is the main feature of the second year's work. This is, so far as possible, along the line of commercial correspondence. The reading, too, is partly on commercial subjects, not to the exclusion, however of specimens of Spanish literature, which is the key to that appreciation of the Spanish temperament and habits of thought which is just as indispensable to the business man as the knowledge of commercial terms.

SCIENCE DEPARTMENT

The Study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, reagent racks, lockers and drawers, for twenty students. Reagents, glassware and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the

more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expression. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.



Reid Hall



A Corner of the Physics Laboratory

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the class-room based upon the text-book, outside reading in standard works or in collections of extracts from the sources, and talks by the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the class-room, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools. As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

The first year work consists in a thorough drill in the fundamentals of Algebra. The class is divided into small sections and every effort is made to see that the members of the first class get an accurate knowledge of Algebra to quadratics.

The second year is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in elementary algebra.

Plane Geometry is studied in the third year. Each student is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

DEBATE AND PUBLIC SPEAKING

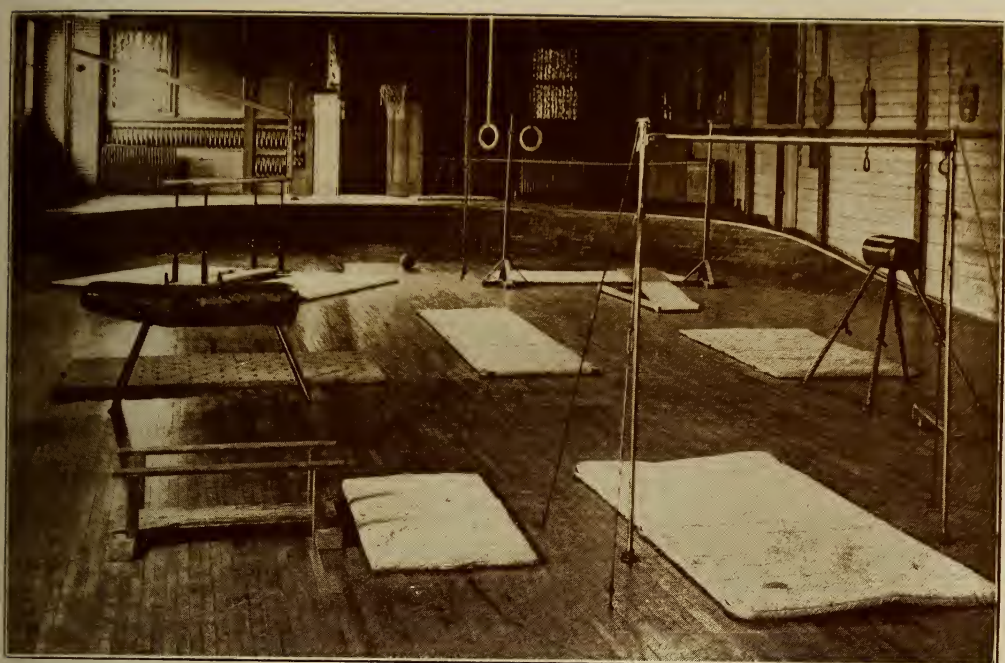
During the winter term an elective course in argumentation is offered as an introduction to the college course the student will receive later, and opportunity is given for practice in public speaking and debate. From this class the school debating team is chosen. The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral growth of the students, Physical Training was established in 1910 as a regular department of the Academy. The aim of the department is to promote health, systematic bodily development and efficiency, to make a beginning in real physical education. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

Each boy is given a physical examination by the Physical Director and the School Physician at the beginning of each year. In case of individual need he is advised as to special work and hygienic habits. His physical condition is closely



One End of the Gymnasium



One End of the Swimming Pool

watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

HEALTH LECTURES

In addition to the supervision exercised by the physical director, lectures on health and hygiene are given from time to time by Dr. A. C. Haven, the School Physician.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, golf, tennis, basketball and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. A special class in heavy apparatus is organized for advanced students who wish to work for the gymnasium team. In classes students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gym shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the new gymnasium pool is a compulsory part of the work for those students who are physically fit. If a boy has not learned how to swim before coming to the Acad-

emy, he will be taught by competent instructors. Instruction is also given in life saving and resuscitation.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, gymnastics, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and size. No boy need sit idly on the side-lines. Lake Forest Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. There are on the Campus, two baseball diamonds, two football fields, eight tennis courts, an oval cinder running track with a 220-yard straightaway and an outdoor basketball court.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy. Students are allowed to compete in games only when they are in good physical condition.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further en-

couragement to general development, the physical director has offered a prize for the winner of the all-round competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The physical director keeps constant watch over sanitary and hygienic conditions. He makes inquiries every morning in each dormitory, coöperating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar per day is charged, not including the physician's fees.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function and care of the body and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Herr Gustav Birn in violin and piano, with Mrs. Myrta Coe Rundle in piano, with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. J. Gregory Keane. Mr. Keane is a graduate of the Gilbert School of Dancing and the DUYEA School.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture Machine, equipped with special Gunloch lens and compensarc device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonia Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; and many others.

EXPENSES

The tuition for day pupils is \$250.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils in single rooms is \$650.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.



Views on the Athletic Fields

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course per term \$5.00

Athletics per term 5.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing per year \$10.00

Graduation Fee 5.00

Vocal Lessons per lesson 1.50

Instrumental Lessons per lesson 1.50

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction is made for students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* Of the \$650.00 annual charge, \$350.00 is payable on the opening day of the school year, and \$300.00 on January 15th.

Parents are requested to allow only a limited amount of spending money. Some boys have only fifty cents a week; a dollar a week is a very liberal allowance. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book store in Reid Hall. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, and so on. Only a limited amount of credit is given.

ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier and chair. Each boy is expected to bring:

2 Pairs of Sheets	4 Pillow Cases (Size of pillow, 23 x 29 in.)
2 Pairs of Blankets	12 Towels
2 Counterpanes or Couch Cover (Size of bed, 6 ft. x 3 ft. 6 in.)	8 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), curtains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in unreasonable disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.



The Musical Clubs



The Mid-Winter Dance

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students of Lake Forest Academy.

Editor-in-Chief L. E. ROGERS

Business Manager F. A. WALTZINGER

THE STAFF

Managing Editor F. A. WALTZINGER

Sporting Editor G. M. STAPLES

Social Editor R. H. SHUMWAY

Alumni Editor J. C. NASH

Associate Editors {
G. D. HOXIE
M. W. LAFOLLETTE
G. MONTAGUE

THE CAXY

Published annually by the members of the Senior Class.

Editor-in-Chief D. D. JAMES

Business Manager A. EISSLER

Managing Editor D. ROGERS

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a gymnasium exhibition add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than to permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development

of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities. On February 19th, 1916, the club gave a successful comedy entitled "The Man Who Came Back," under the direction of masters in residence. The play was staged at the Durand Art Institute. The cast of characters was as follows:

<i>Jack Cavendish, once a student</i> . . .	J. DWIGHT ROGERS,	'17
<i>Bob Appleton, still a student</i> . . .	WALSH BALDWIN,	'16
<i>Dr. Doolittle, the headmaster</i> . . .	KENNETH DICKENS,	'16
<i>Mary, his daughter and secretary</i> . .	ROBERT TUTWILER,	'16
<i>Winter, the butler</i>	CYRUS M. AVERY,	'18
<i>Dennis, the janitor</i>	CHARLES BEARD,	'17
<i>Tom, a stude</i>	DAVID S. FOSTER, II,	'17
<i>Dick, another</i>	FREDERICK WALTZINGER,	'16
<i>Harry, making three of a kind</i> . . .	CLARKE D. BASSETT,	'17
<i>Bridget, the cook</i>	JACK R. GARDNER,	'17
<i>Mrs. Skenson, a proud mother</i> . . .	R. HALLETT SHUMWAY,	'17
<i>Yule Skenson, her pride and joy</i> . .	OTTO K. SCHREIER,	'17
<i>Telegraph Messenger</i>	JOSEPH E. JANNOTTA,	'17
<i>Professor Adolphus, Latin instructor</i> .	LLOYD M. BERGEN,	'16
<i>Arms of the Law</i>	{ REX V. PORTER,	'17
	{ RANDOLPH G. OWSLEY,	'18

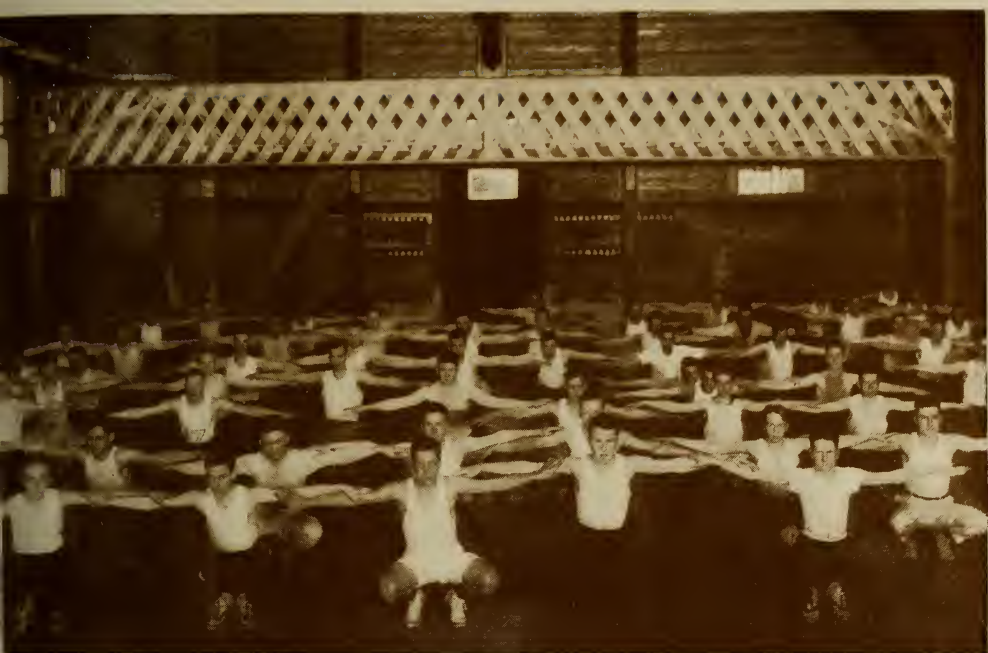
SYNOPSIS

THE PROLOGUE

June—Just after Commencement at Doolittle Academy, in the suburbs of Chicago. Scene on the way from the Academy to the railway station.

THE PLAY

Act I.—Five years later. Office of Dr. Doolittle one fine morning just after the opening of the school year. (The fall of the curtain during this act denotes the passing of twenty-four hours.)



A Physical Training Class



The Gargoyle Club Play

Act II.—The same. Following afternoon.

Act III.—The same. That evening.

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1916 the program was as follows:

Selection—"Lucky Strike"	
	THE ORCHESTRA
Little Cotton Doll	<i>Geibel</i>
	THE GLEE CLUB
Soloe Mio	<i>Italian Melody</i>
	THE MANDOLIN CLUB
Negro Melody	<i>Shattuck</i>
	THE QUARTET
Lonesome Melody	<i>Meyer</i>
	THE ORCHESTRA
On the Road to Mandalay	<i>Speaks</i>
	THE GLEE CLUB
La Sedusion	<i>Arr. Tomasso</i>
	THE MANDOLIN CLUB
Alma Mater	
	<i>Intermission</i>

"THE FOLLIES OF L. F. A."

Featuring

"HELLO FERRY" CHORUS

"RANDOLPHIA PAVLOWA AND CORNELIA MEKAY"

"DUMMY QUARTET"

"SAMBO MONTAGUE"

"ZEKE JOHNSTONE"

"THE HAWAIIAN TRIO"

"THE MANDOLIN QUARTET"

Finale—"ON TO VICTORY" *Wyman*

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

First Tenors—

L. INGERSOLL
J. CORNELL
J. STUDEBAKER
W. ALLYN
J. BRIDGMAN

First Basses—

D. PORTER
D. RAIKE
C. SOLIER
A. EISSLER
J. BEVIER

Second Tenors—

L. BERGEN
F. WALTZINGER
O. CHATFIELD-TAYLOR
H. SHUMWAY
R. PORTER
B. THOMPSON

Second Basses—

C. FINLEY
K. DICKENS
O. SCHREIER
J. GARDNER
H. YOUNG

MANDOLIN CLUB

First Mandolins—

A. EISSLER
D. RAIKE
C. BASSETT
G. STAPLES
R. OWSLEY
D. FOSTER
C. TROWBRIDGE
T. ROUNSEVELLE

Second Mandolins—

O. CHATFIELD-TAYLOR
E. MYERS
L. ROGERS
O. SCHREIER
J. STUDEBAKER
C. FINLEY
J. GARDNER

ORCHESTRA

Violins—

W. PAAPE
R. WALLACE
G. BEARD
O. CHATFIELD-TAYLOR

Cornet—

K. HAMAR

Flute—

J. GARDNER

Clarinet—

C. AVERY

Drums—

O. SCHREIER

THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1915-1916 is as follows:

ORANGE CLUB

ALLYN	GARDNER	MORENCY	SHELDON
AVERY	GREENE	NASH, J. A.	SHUMWAY
BATES	HERRON	PAAPE	SOLIER
BEARD, G.	HIATT	POPE	STEARNS
BENSINGER	HOXIE	PORTER, D.	STEVENS
BOESCHENSTEIN	JAICKS	PORTER, R.	STUDEBAKER
COPP	JAMES	RAIKE	TAYLOR
CORNELL	KEMPSTER	ROGERS, D.	TEN BROECK
DICKENS	LIPSEY	ROUNSEVELLE, T.	TREVETT
DRATZ	MALLERS	RYAN	TROWBRIDGE
ELICK	McKAY	SCHIESSWOHL	VAVRINEK
FINLEY	MILLARD	SCHMIDT	WALKER
FITZ-HUGH	MONTAGUE	SCHREIER	WALTZINGER
FOSTER	MOOREHEAD	SELLS	WIEBER
FRENCH			YOUNG

BLACK CLUB

BALDWIN	FOREMAN	MERRILL	SCOTT
BASSETT	FUNK	MILLER	SHUTTS
BEAL	GEORGE	MORGAN	STAPLES
BEARD, C.	GIFFORD	MYERS	TEMPLETON
BELLAMY	GOODNOW	NASH, J. C.	THOMPSON
BERGEN	GRADDY	NEWELL	TUTWILER
BEVIER	HAMAR	OLSEN	WALLACE
BRANNUM	HOOTON	OWSLEY	WATERMAN
BRIDGMAN	INGERSOLL	PRESSINGER	WELLS
BRINKERHOFF	JANNOTTA	RATH	WILCOX
CARPENTER	JENSEN	REICHMANN	WILLIAMS
COOPER	JOHNSTONE	ROGERS, L.	WORTHAM
DEWEY	LaFOLLETTE	ROUNSEVELLE, W.	WURTS
EISSLER	MARK	SANFORD	ZIPF
FARWELL			

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1915-1916 these officers are:

Football Captain	L. M. BERGEN
Football Manager	C. W. SOLIER
Basketball Captain	A. EISSLER
Basketball Manager	H. B. YOUNG
Track Captain	J. D. ROGERS
Track Manager	J. L. BEAL
Baseball Captain	D. D. JAMES
Baseball Manager	W. BALDWIN

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1915-1916 are:

FIRST FOOTBALL, 1915

BERGEN, Captain	MORENCY	SHUTTS
TEMPLETON	JAICKS	D. ROGERS
VAVRINEK	MYERS	L. ROGERS
JAMES	SCOTT	SOLIER, Manager
DICKENS	EISSLER	

SECOND FOOTBALL, 1915

MALLERS	GOODNOW	FUNK
AVERY	NASH	LIPSEY
BRIDGMAN	GREENE	OWSLEY
	TROWBRIDGE	



The Football Team



The Football Squad

BASEBALL, 1915

PEASE, Captain	E. MALLERS	MAYER
BERGEN	J. MALLERS	NASH
JAMES	L. ROGERS	HERRON
SOLIER	YOUNG	SAMUELS, Manager

TRACK, 1915

BAUER, Captain	D. ROGERS	OWSLEY
MYERS	BERGEN	JAMES, Manager

HEAVY WEIGHT BASKETBALL, 1916

EISSLER, Captain	TUTWILER	MYERS
BERGEN	JONNATTA	YOUNG, Manager
JAICKS		

LIGHT WEIGHT BASKETBALL, 1916

MALLERS, Captain	BEAL	TUTWILER
JONNATTA	NASH	

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
100 Yard Dash	Ingersoll and Bauer . . .	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Stager	:53 $\frac{3}{5}$ sec.
Mile Run	Legg	4:59 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (16 lbs.)	Bedell	38 ft. 6 in.
Shot Put (12 lbs.)	Alderman	46 ft. 4 in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Running High Jump	Bancker	5 ft. 8 $\frac{7}{8}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft.
20 Yard Dash (indoor)	Schnur	:02 $\frac{3}{5}$ sec.

40 Yard Dash (indoor)	<div> <div>Cooper</div> <div>Scott</div> <div>Zimmerman</div> </div>	:04¼ sec.
60 Yard Dash (indoor)	Schnur and Ingersoll	:06¾ sec.
300 Yard Dash	Ingersoll	:34½ sec.

RELAYS

One Mile Relay (six men, indoor)	<div> <div>Bishop</div> <div>Miller</div> <div>Flewellyn</div> <div>De Bronkart</div> <div>Haynes</div> <div>Barger</div> </div>	3:48¾ sec.
One Mile Relay (four men, indoor)	<div> <div>Bishop</div> <div>Percival</div> <div>Miller</div> <div>Flewellyn</div> </div>	3:48½ sec.

COMMENCEMENT

JUNE 11 and 12, 1915

FRIDAY, JUNE 11.

Class Day Exercises	10:30 A. M.
School Championship Tennis Match	2:15 P. M.
Senior Promenade (The Gymnasium)	8:00 P. M.

SATURDAY, JUNE 12.

Commencement Exercises	10:30 A. M.
Buffet Luncheon (The Gymnasium)	12:30 P. M.

CLASS DAY EXERCISES

THE CHAPEL, 10:30 A. M.

Poem	JOHN BERNARD MALLERS, III.
History	PAUL HARVEY BERRYMAN
Song—"Fair Lake Forest"	
Prophecy	EDWIN SOLOMON MAYER



The Baseball Team



The Track Team

- Announcement of Athletic Honors and Distribution of Prizes . . .
 Mr. HERSCHBERGER AND Mr. MOIR
- Song—"Loyalty"
- Ivy Oration MAURICE WILLIAM VAN ARSDALE
- Reception of the Spade for the Class of 1916
 WARREN GOOKIN WATERMAN, JR.
- School Cheers

COMMENCEMENT EXERCISES

THE CHAPEL, 10:30 A. M.

- I. March (*Selected*) Mr. GUY WEBSTER
- II. Responsive Reading . Led by PRES. JOHN SHOLTE NOLLEN
- III. Hymn—"Coronation" Holden
- IV. Prayer REV. GEORGE ROBERTS, JR.
- V. Piano Solo Mr. GUY WEBSTER
- VI. Address by Mr. William Mather Lewis, A. M., Secretary of
the Navy League.
- VII. Violin Solo—Ave Maria (*Shubert*) . . . Mr. LACY COE
 Mr. Guy Webster, Accompanist
- VIII. Presentation of Diplomas by the Headmaster, with the An-
nouncement of Prizes.
- IX. Violin Solo—Caprice Viennois (*Kreisler*) . . Mr. LACY COE
- X. Benediction REV. GEORGE ROBERTS, JR.
- XI. March (*Selected*) Mr. GUY WEBSTER

PRIZES

THE HAVEN MEDAL is given annually by Dr. A. C. Haven of Lake Forest to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

THE ARTHUR SOMERVILLE REID MEDAL is given annually by Mrs. Simon J. Reid of Lake Forest to the member of the graduating class who has stood second during his Upper Middle and Senior years.

THE HOBART C. CHATFIELD-TAYLOR PRIZE of a set of Thackeray is presented by Mr. H. C. Chatfield-Taylor of Lake Forest to the boy who, in the judgment of the faculty, speaks the best English among the boys of the school.

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE of twenty-five dollars in gold is presented by Mrs. H. C. Chatfield-Taylor of Lake Forest to the member of the senior class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

THE FIDELITY PRIZE of twenty dollars in gold is presented by a friend of the school to that holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his class.

THE HOWARD MORRIS ENGLISH PRIZE is given each year by Mr. Howard Morris of Milwaukee to the member of the Lower Middle Class who has done the best work in English during the year.

THE BOYLE ESSAY PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit for the best essay on an assigned subject.

THE CLYDE CARR SPELLING PRIZE is presented by Mr. Clyde M. Carr of Lake Forest to the boy who has shown the best record in spelling.

THE BAKER TENNIS CUPS are given by Mr. W. F. Baker of Manistee, Michigan, to the boy winning the annual spring tennis tournament and to the boy winning second place.

PRIZE CUPS are given by a friend of the school to the boy winning first place in the fall tennis tournament and to the boy winning second place.

A prize cup is given by the Athletic Association to that member of the baseball team who has the highest batting average for the season.



Views in Lake Forest

THE RICHARDS DEBATE MEDALS are given by Mr. John W. Richards to the members of the school debating team.

THE BOYLE ATHLETIC PRIZE of books is presented by Dr. W. H. W. Boyle of Detroit to the boy scoring the greatest number of points in the year's interscholastic contests.

THE CLUB TENNIS CUP has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A PRIZE OF BOOKS is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, History, Physics, Chemistry, English, Physiology, and Physiology.

THE WILLIAM C. DICKINSON SCHOLARSHIP of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.

AWARD OF PRIZES, JUNE, 1915

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

PAUL HARVEY BERRYMAN

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

EDWIN SOLOMON MAYER

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

DEAN VANCE LEMON

THE BAKER TENNIS CUPS

First Place

EDWIN EARLE MYERS

Second Place

OTIS CHATFIELD-TAYLOR

THE HEADMASTER'S DEBATE MEDALS

For Membership in the School Debating Team

MAURICE WILLIAM VAN ARSDALE

PAUL HARVEY BERRYMAN

WARREN GOOKIN WATERMAN, JR.

THE HOBART CHATFIELD-TAYLOR PRIZE

For Excellence in Spoken English

PAUL HARVEY BERRYMAN

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

FRANK OTTO CAROTHERS

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

JAMES DWIGHT ROGERS

ATHLETIC ASSOCIATION CUP

For Highest Batting Average

LLOYD MOSS BERGEN

BOOK PRIZES

For Excellence in Latin

PAUL HARVEY BERRYMAN

JOHN BURRELL BRIDGMAN

EDWARD DEWEY

CORNELIUS MILLER TROWBRIDGE, JR.

MAC MILO BELL

For Excellence in German

JOHN BURRELL BRIDGMAN

DEAN VANCE LEMON

PAUL HARVEY BERRYMAN

For Excellence in French

STANLEY BARNES FARWELL

CHARLES WINSLOW SOLIER

For Excellence in History

DEAN VANCE LEMON

CHARLES WINSLOW SOLIER

CARL PHILLIP BAUER

For Excellence in Algebra

HIRAM BELDING YOUNG

EDWARD S. POPE

EDWIN SOLOMON MAYER

For Excellence in Plane Geometry

HIRAM BELDING YOUNG

For Excellence in Solid Geometry

LAUREN EASTMAN ROGERS

For Excellence in Trigonometry

EDWIN SOLOMON MAYER

For Excellence in Physics

DEAN VANCE LEMON

For Excellence in English

WARREN GOOKIN WATERMAN, JR. CORNELIUS M. TROWBRIDGE, JR.

HIRAM BELDING YOUNG

PAUL HARVEY BERRYMAN

For Excellence in Chemistry

CARL PHILLIP BAUER

HONOR ROLLS

FIRST HONOR ROLL

(Above 87)

PAUL HARVEY BERRYMAN

SECOND HONOR ROLL

(80-87)

HIRAM BELDING YOUNG

CORNELIUS MILLER TROWBRIDGE, JR.

THIRD HONOR ROLL

(73-80)

CARL PHILLIP BAUER .

EDWARD MALLERS

JOHN BURRELL BRIDGMAN

EDWIN SOLOMON MAYER

STUART ROSS FRENCH

JAMES DWIGHT ROGERS

DEAN VANCE LEMON

LAUREN EASTMAN ROGERS

DIPLOMAS AWARDED, 1915

CARL PHILLIP BAUER

JOHN BERNARD MALLERS, III.

PAUL HARVEY BERRYMAN

EDWIN SOLOMON MAYER

FRANK OTTO CAROTHERS

WILLARD APPLETON PEASE

JAMES ANDERSON FINDLAY

WALTER SHERIDAN REILLY

EUGENE JOHN GLUEK

ARTHUR KENDALL STEARNS, JR.

EDWARD HILDRETH

MAURICE WILLIAM VAN ARSDALE

DEAN VANCE LEMON

SOCIAL AND ATHLETIC CALENDAR

WINTER TERM, 1916

January	8.	Lecture Course, Packard, Cartoonist.
January	8.	Motion Pictures at the Academy.
January	12.	Basketball, L. F. A. vs. Naval Training Station, at Great Lakes.
January	15.	Basketball, L. F. A. vs. Parker High School.
January	15.	Lecture Course, Zoellner String Quartet.
January	15.	Motion Pictures at the Academy.
January	19.	Basketball, L. F. A. vs. Evanston Academy.
January	22.	Basketball, L. F. A. vs. Crane Technical High School.
January	22.	Motion Pictures at the Academy.
January	25.	Basketball, L. F. A. vs. New Trier High School, at New Trier.
January	28.	Basketball, L. F. A. vs. Austin High School.
January	29.	Basketball, L. F. A. vs. North Division High School.
January	29.	Motion Pictures at the Academy.
February	5.	Informal Dance at the Gymnasium.
February	9.	Basketball, L. F. A. vs. Evanston Academy, at Evanston.
February	12.	Basketball, L. F. A. vs. South Bend High School.
February	12.	Lecture Course, Bostonia Sextette, Concert.
February	14.	Basketball, L. F. A. vs. Lake View High School.
February	18.	Garrick Club Play, at the Art Institute.
February	18-19.	Mid-Winter Festivities. Program: Musical Clubs Concert (Feb. 18, 7:30 p. m.); Informal Dance (Feb. 18, 9:00 p. m.); Basketball Game, L. F. A. vs. Parker High School (Feb. 19, 10:00 a. m.); Gargoyle Club Play (Feb. 19, 2:30 p. m.); Mid-Winter Dance (Feb. 19, 7:00 p. m.).
February	22.	Basketball, L. F. A. vs. New Trier High School.
February	25.	Garrick Club Play, at the Art Institute.
February	26.	Motion Pictures at the Academy.
March	2.	Basketball, L. F. A. vs. DePaul Academy.
March	4.	Basketball, L. F. A. vs. Racine College, at Racine.
March	4.	Lecture Course, William Mather Lewis, Lecture.
March	4.	Ferry Hall Play, "The Merchant of Venice."
March	8.	Basketball, L. F. A. vs. Deerfield High School, at Deerfield.
March	11.	Basketball, L. F. A. vs. Culver Military Academy.
March	11.	Motion Pictures at the Academy.



A Lake View

Students

FIRST CLASS.

MARCUS CORNELL BATES	CHICAGO, ILLINOIS
PAUL BERGEN	MILWAUKEE, WISCONSIN
CARL GEORGE DRATZ	MUSKEGON, MICHIGAN
ISAAC STEPHENSON GEORGE	MARINETTE, WISCONSIN
KENNETH HAMILTON HAMAR	CHASSELL, MICHIGAN
ALEXANDER ANTHONY JOHNSTONE	SAN FRANCISCO, CALIFORNIA
ALBERT WILLIAM LIPSEY	LA GRANGE, ILLINOIS
CYRUS WOLFE MARK II	LAKE FOREST, ILLINOIS
PERCY ALURED McKAY	KOBE, JAPAN
WILLIAM HENRY MERRILL	HUBBARD WOODS, ILLINOIS
ROLLIN ELLIS MILLER	LIBERTYVILLE, ILLINOIS
CHESTER HIRST MOOREHEAD	OAK PARK, ILLINOIS
WILLIAM DEYO MORGAN	EVANSTON, ILLINOIS
DOUGLAS KINNEY NEWELL	KENOSHA, WISCONSIN
DAVID QUIGG PORTER	CHICAGO, ILLINOIS
FRANKLIN JAMES WHITE SCHMIDT	LAKE FOREST, ILLINOIS
ARTHUR FREDERICK SHELDON	AREA, ILLINOIS
ROSS WALLACE	DES MOINES, IOWA
HARRY DOUGLAS WELLS	MILWAUKEE, WISCONSIN
<hr/>	
FRANCIS HOLLIDAY HIATT	INDIANAPOLIS, INDIANA
EVERETT NEAL	CLEAR LAKE, IOWA
JAMES WILLIAM STEVENS	HIGHLAND PARK, ILLINOIS

LOWER MIDDLE CLASS.

CYRUS MINOR AVERY	PEORIA, ILLINOIS
ROBERT BENSINGER	CHICAGO, ILLINOIS
WILLIAM SAMUEL BRANNUM	CHICAGO, ILLINOIS
JOHN WILLIAM BRINKERHOFF	SPRINGFIELD, ILLINOIS
JOHN CORNELL	CHICAGO, ILLINOIS
EDWARD DEWEY	MILWAUKEE, WISCONSIN
BERTRAM PHILIP JENSEN	GARY, INDIANA
GEORGE ARNETT KEMPSTER	PROPHETSTOWN, ILLINOIS
EDWARD BENJAMIN MALLERS	CHICAGO, ILLINOIS
RANDOLPH GIBSON OWSLEY	LAKE FOREST, ILLINOIS
WALDEN WILLIAM PAAPE	LAKE FOREST, ILLINOIS
EDWARD POPE	LAKE FOREST, ILLINOIS
WHITFIELD PRICE PRESSINGER	HIGHLAND PARK, ILLINOIS
WILLIAM REICHMANN	KENILWORTH, ILLINOIS
THOMPSON ROUNSEVELLE	SPALDING, NEBRASKA
HAROLD SCHIESSWOHL	CHICAGO, ILLINOIS
JOSEPH SCOTT	SOUTH BEND, INDIANA
CORNELIUS MILLER TROWBRIDGE	LAKE FOREST, ILLINOIS
ROBERT YOE WILLIAMS	HIGHLAND PARK, ILLINOIS
JOHN JAY WURTS	CHICAGO, ILLINOIS

WILLIAM CARPENTER
HAROLD MANIERRE
WALTER RYAN
LOUIS SANFORD

ROCHELLE, ILLINOIS
CHICAGO, ILLINOIS
SPRINGFIELD, ILLINOIS
CINCINNATI, OHIO

UPPER MIDDLE CLASS.

WELBORN ALLYN
CLARKE DAVIS BASSETT
JAMES LACEY BEAL
CHARLES BEARD
STUART WILLIAM COOPER
HERBERT GUY COPP
STANLEY BARNES FARWELL
CEDRIC FERRE FINLEY
EDWIN FOREMAN
DAVID SMITH FOSTER
STUART ROSS FRENCH
JACK RUSSELL GARDNER
WILLIS GIFFORD
GEORGE NEVILLE GRADY
WARNER GREENE
GEORGE KENDALL HOOTON
HENRY ADAM HOWELL
STANLEY JAICKS
JOSEPH EDWIN JANNOTTA
MARION WARNER LAFOLLETTE
GERALD BROWN MONTAGUE
GEORGE MORENCY
JOHN CALHOUN NASH
WILLIAM NORMAN OLSEN
REX VAN FLEET PORTER
DAMON RAIKE
KENNETH SHERMAN RATH
JAMES DWIGHT ROGERS
WILLIS ROUNSEVELLE
OTTO KASPER SCHREIER
ROLAND HALLETT SHUMWAY
HUBERT BUHL SHUTTS
GEORGE McLELLAN STAPLES
JOHN MOHLER STUDEBAKER III
CLARENCE TEMPLETON
BENJAMIN SMITH THOMPSON
HIRAM BELDING YOUNG
HERBERT FREDERICK ZIPF

HARDIN, COLORADO
ABERDEEN, SOUTH DAKOTA
EVANSTON, ILLINOIS
LAKE FOREST, ILLINOIS
HOUGHTON, MICHIGAN
ROCK ISLAND, ILLINOIS
KENILWORTH, ILLINOIS
BATAVIA, ILLINOIS
CHICAGO, ILLINOIS
BELOIT, WISCONSIN
LAKE FOREST, ILLINOIS
DOWAGIAC, MICHIGAN
MADISON, WISCONSIN
FRANKFORT, KENTUCKY
PROPHETSTOWN, ILLINOIS
DANVILLE, ILLINOIS
DES MOINES, IOWA
RIVER FOREST, ILLINOIS
OAK PARK, ILLINOIS
CHICAGO, ILLINOIS
CARTHAGE, NORTH CAROLINA
OAK PARK, ILLINOIS
MERIDIAN, MISSISSIPPI
STILLWATER, MINNESOTA
OSKALOOSA, IOWA
CHICAGO, ILLINOIS
ACKLEY, IOWA
HILLSBORO, OHIO
SPALDING, NEBRASKA
SHEBOYGAN, WISCONSIN
ST. LOUIS, MISSOURI
DANVILLE, ILLINOIS
EVANSTON, ILLINOIS
SOUTH BEND, INDIANA
OAK PARK, ILLINOIS
PIPER CITY, ILLINOIS
CHICAGO, ILLINOIS
WINNETKA, ILLINOIS

W. B. TEMPLE BELLAMY
GERALD CROOK ELLICK
ARTHUR SELLS
JOHN ROBERT TEN BROECK
RICHARD MANSFIELD TREVETT
ROBERT FRANCIS WIEBER

CHICAGO, ILLINOIS
OMAHA, NEBRASKA
FLORENCE, WISCONSIN
HIGHLAND PARK, ILLINOIS
CHAMPAIGN, ILLINOIS
HOUGHTON, MICHIGAN

SENIORS.

WALSH BALDWIN	CHICAGO, ILLINOIS
GEORGE BEARD	LAKE FOREST, ILLINOIS
LLOYD MOSS BERGEN	MILWAUKEE, WISCONSIN
JOSEPH EDWIN BEVIER	SOUTH BEND, INDIANA
CHARLES BOESCHENSTEIN	EDWARDSVILLE, ILLINOIS
JOHN BURRELL BRIDGMAN	LAKE FOREST, ILLINOIS
OTIS CHATFIELD-TAYLOR	LAKE FOREST, ILLINOIS
KENNETH DICKENS	LA CROSSE, WISCONSIN
ALFRED EISSLER	OAK PARK, ILLINOIS
CARTER HARRISON FITZ-HUGH	LAKE FOREST, ILLINOIS
CYRUS RITTER FUNK	CASSOPOLIS, MICHIGAN
GEORGE NICHOLS GOODNOW	HIGHLAND PARK, ILLINOIS
GUY DELAMARTER HOXIE	OTTAWA, ILLINOIS
STEPHEN LAWRENCE INGERSOLL	GALESBURG, ILLINOIS
DONALD DULANEY JAMES	DANVILLE, ILLINOIS
EDWIN EARLE MYERS	HINSDALE, ILLINOIS
LAUREN EASTMAN ROGERS	LAUREL, MISSISSIPPI
CHARLES WINSLOW SOLIER	EVANSTON, WYOMING
SHERMAN DRAKELEY STEARNS	LAKE BLUFF, ILLINOIS
ROBERT TUTWILER	RIVER FOREST, ILLINOIS
HENRY JAMES VAVRINEK	OAK PARK, ILLINOIS
AUGUST FREDERICK WALTZINGER	MADISON, WISCONSIN
EDMUND HAYDEN WILCOX	KEOKUK, IOWA
<hr/>	
ALEXANDER HERRON	CEDAR RAPIDS, IOWA
HOMER KELLER MILLARD	MINONK, ILLINOIS
JOHN NASH	OSKALOOSA, IOWA
ELMO EARL WALKER	ROGERS, ARKANSAS
WARREN GOOKIN WATERMAN	CHICAGO, ILLINOIS
HORACE MARTIN WORTHAM	ROCKFORD, ILLINOIS

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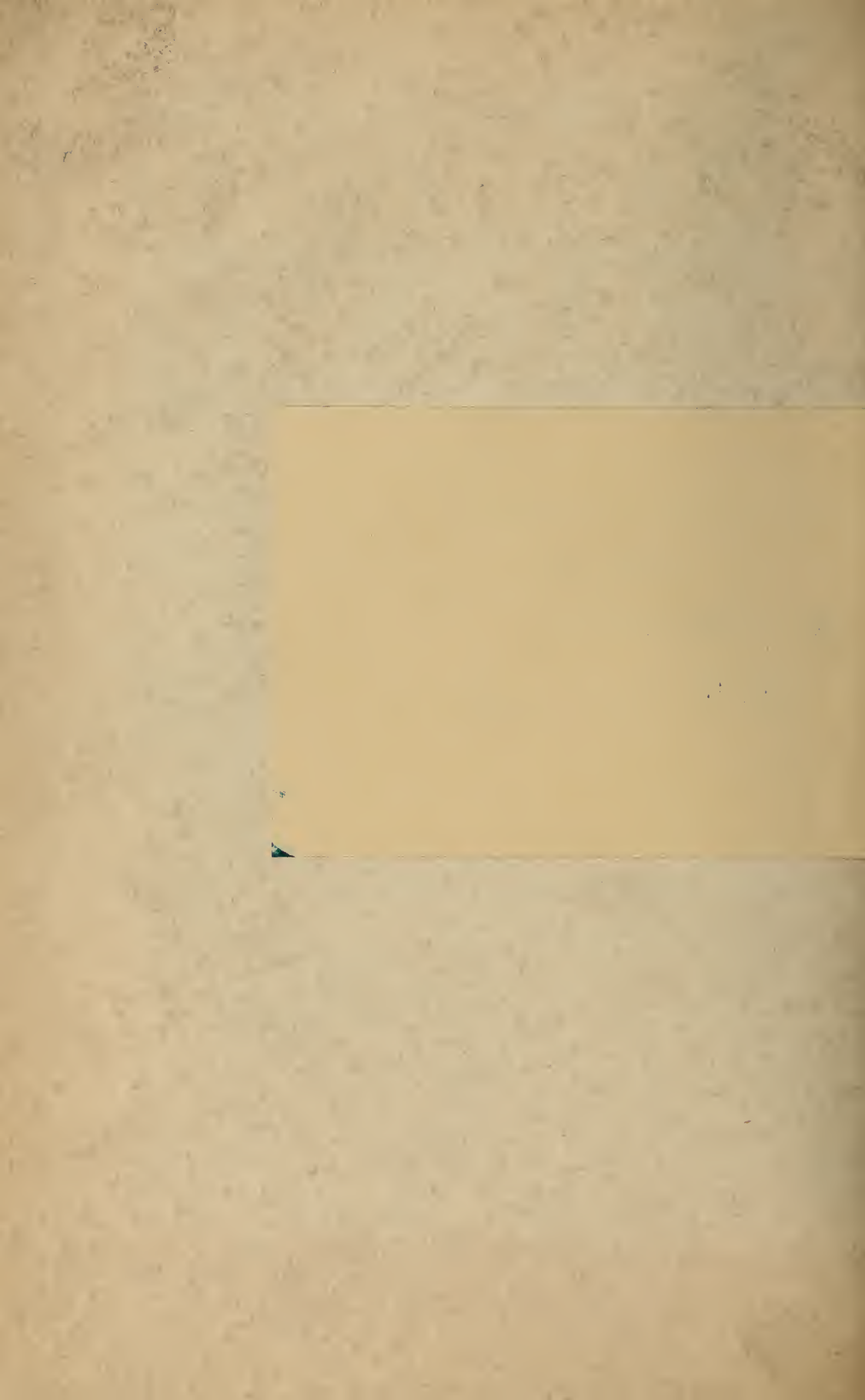
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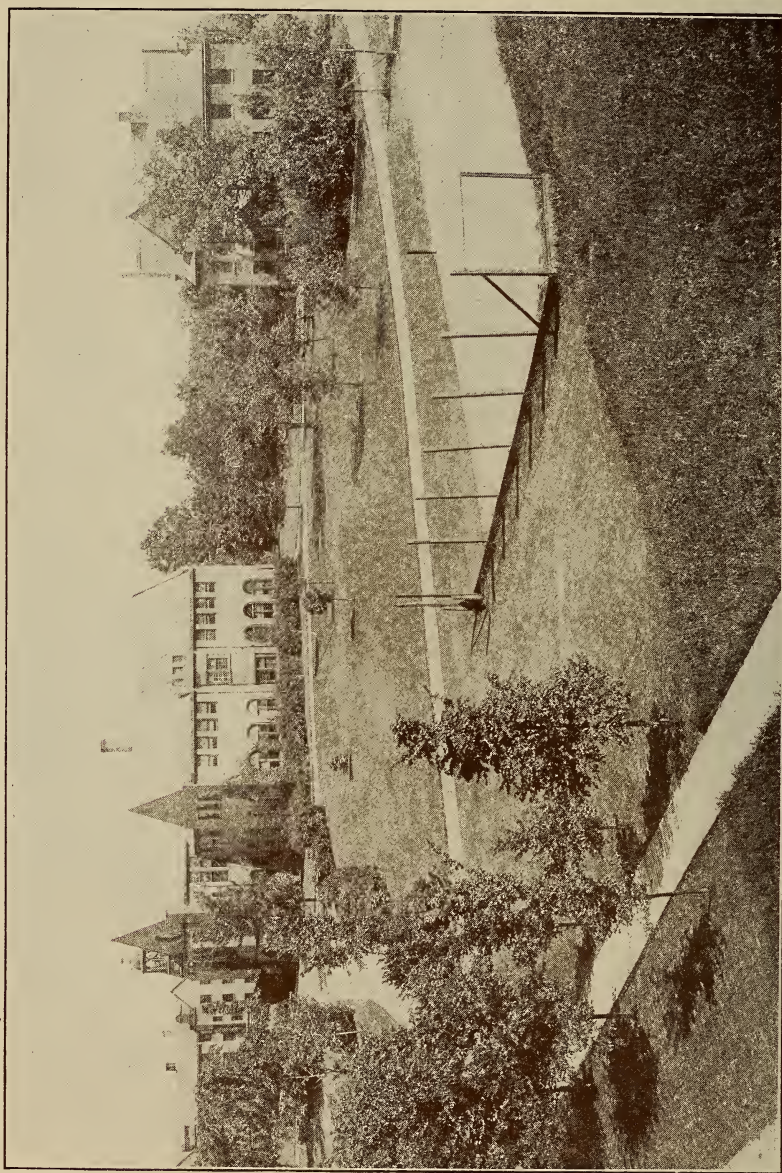
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ASSOCIATION

MEMBER OF THE
NORTH CENTRAL ASSOCIATION OF
COLLEGES AND SECONDARY
SCHOOLS

Lake Forest, Illinois

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FACULTY

HEADMASTER

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(Ohio Northern University, Yale University)

MASTERS

EDMUND JOSEPH RENDTORFF, M. S., E. E. . . . *Physics and Chemistry*
SENIOR MASTER

(University of Wisconsin, Northwestern University)

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(Princeton University)

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(Ohio Wesleyan University, University of Chicago,
University of Berlin)

ARTHUR LEE EDGINGTON, A. M. *Latin*
(Harvard University)

*FERDINAND VAN DYKE BLAIR, A. B. *English*
(Harvard University)

JOHN SOLOMON HARE, A. B. *Mathematics*
(Ohio State University)

FLOYD LUCIAN BROWN, A. B. *Physical Training and Mathematics*
(Miami University; Springfield Training School)

MERRILL OTIS GRUBER, A. B. *French and German*
(Harvard University)

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REGISTRAR

(Denison University)

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(Sorbonne, Paris; University of Berlin)

ERNEST FLOYD HANES, A. B. *English*
(University of Illinois)

CLIFTON KINGSLEY LOOMIS, Ph. B. *History*
(Kenyon College)

FRANK WILLIAM BENNETT, A. B. *Latin*
(University of Chicago)

* Absent on leave.

INSTRUCTORS

HENRY PURMORT EAMES.....	<i>Piano</i>
EDWARD J. FREUND.....	<i>Violin</i>
J. GREGORY KEANE.....	<i>Dancing</i>
SALVATORE TOMASO.....	<i>Mandolin, Guitar, and Banjo</i>

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SECRETARY TO THE HEADMASTER

HERBERT ZOBEL

CHIEF ENGINEER

H. E. BEARD

MATRON

MRS. CLARUS H. ROUSH

VISITING PHYSICIANS

B. N. PARMENTER, M. D.

T. S. PROXMIRE, M. D.

RESIDENT NURSE

MISS CATHERINE BRADLEY

SUPERINTENDENT OF BUILDINGS AND GROUNDS

GEORGE BAUMAN

ACADEMY CALENDAR

1918

June	14-15.	Commencement.
June	17-22.	College Board Entrance Examinations for boys going to Yale, Harvard, Princeton, Mass. Inst. of Tech., etc.

SCHOOL YEAR 1918-1919

1918

September	17.	Tuesday (2 P. M.)	<i>Autumn Term Begins</i>
November	28.	Thursday . . .	Thanksgiving Day (Holiday)
December	19.	Thursday (noon)	Autumn term ends

Christmas vacation of three weeks.

1919

January	8.	Wednesday (7 P. M.)	<i>Winter Term Begins</i>
February	9.	Sunday	Day of Prayer
February	21-22.	. . . . .	Midwinter Festivities
March	21.	Friday (noon)	Winter term ends

Spring vacation of eleven days.

April	1.	Tuesday (7 P. M.)	<i>Spring Term Begins</i>
May	30.	Thursday . . .	Memorial Day (Holiday)
June	12-13.	Commencement

SCHOOL YEAR 1919-1920

September	16.	Tuesday (2 P. M.)	<i>Autumn Term Begins</i>
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Durand House



Remsen House

Lake Forest Academy

LOCATION

LAKE FOREST ACADEMY is situated in the little town of Lake Forest, Illinois, twenty-eight miles north of Chicago. The town is one of the most attractive of the many beautiful places along the western shore of Lake Michigan. In the natural beauty of the place, with its handsome country homes, and its winding, shaded roads and deep ravines, as well as in the quiet refinement and simplicity which pervade the social life, Lake Forest is decidedly suggestive of the best type of New England town. It is a five-minute walk from the green campus of the Academy to the high bluffs and the sandy beach of the Lake. The town charter forbids the existence of any saloons within its limits; the sense of civic righteousness and pride is exalted; it is an excellent place for the development of youthful citizenship.

The Academy is about twenty minutes' walk to the southeast from the Chicago and Northwestern and the Chicago and Milwaukee Electric stations in the town. The Academy buildings may be found easily among their open green lawns and big oak trees. The Academy is situated on the highest point in the neighborhood, itself one of the highest places along the lake, so that the air and sanitation are of the best. There is remarkably little sickness among the boys. Plenty of outdoor exercise on campus and athletic field, plenty of good air and clean living, keep them healthy and well. It would be hard to find a place better adapted for a school than Lake Forest, where masters and boys alike may easily keep in touch with the best things in the great city life of Chicago, and yet enjoy all the scholastic privileges of the quiet, beautiful, healthful country.

Any dangers which might be suggested by the proximity of the school to a large city are obviated by the honor system, maintained by the boys themselves, which absolutely prevents their going into Chicago without permission from the school authorities.

HISTORY

In 1855, the Rev. Dr. Robert W. Patterson, B. W. Raymond, T. B. Carter, C. H. Quinlan, D. R. Holt, Amzi Benedict, Harvey Curtis, Sylvester Lind, William Bross, C. B. Farwell, Mark Skinner, William Blair, S. L. Brown, J. C. Williams, and other prominent citizens of Chicago and the vicinity, conceived the idea of establishing an educational institution that would be near Chicago and yet always retain the great advantages of a rural situation. Accordingly, in February, 1856, they organized the "Lake Forest Association," and purchased 1300 acres of land along the shore of Lake Michigan, where now stands the town of Lake Forest. During the summer of the following year a charter was secured, and in 1858 Lake Forest Academy became a reality. A two-story wooden building was erected, and there four students, William Atteridge, John Johnson, Ellery Miller, and John C. Patterson, began work under the principalship of Samuel F. Miller. In 1879, this building burned and a new one was erected on what is now part of the college campus. In 1893, the Academy moved to its own campus, where the present houses and school building were erected. In 1906, the Academy gymnasium was opened, and within the last few years large additions to it and to the athletic fields have made the campus one of the best equipped and most extensive of any preparatory school in this part of the country.

During the sixty years of its existence, Lake Forest has welcomed many hundreds of students. These "old boys" to-day are filling positions of prominence all over the country, and are living examples of the "Lake Forest Spirit." In 1906, the Lake Forest Academy Alumni Association was formed, and since that time it has been a strong factor in the upbuilding of the institution.

PURPOSES

The aim of the Academy is to provide the best preparatory school education, fitting boys to enter the foremost colleges and scientific schools under the most favorable con-

ditions for instruction, study, and the proper training of character.

The school is not maintained as a profit-making institution, and is therefore free to throw all its resources into furthering the work for which it was designed. The actual cost per boy is considerably in excess of the annual charge. This is made possible by a large endowment income.

SCHOLARSHIP

Every encouragement and healthful incentive is given to faithful study and effort; the boy who persists in idling and in shirking his work will not find the atmosphere congenial. That Lake Forest has been successful in this line is evident from the very large proportion of her graduates who are doing good work in such colleges and universities as Yale, Harvard, Princeton, Massachusetts Institute of Technology, Williams, Dartmouth, Amherst, Brown, Cornell, Wisconsin, Illinois, Chicago, Michigan, Minnesota, and Nebraska. College entrance examinations for Yale, Harvard, and Princeton, etc., are given at the Academy. Lake Forest Academy credits are accepted by all those colleges and universities that admit students from the best preparatory schools without examination.

Written tests are very frequent, and are an important factor in the estimate of the student's attainment and progress; therefore a pupil whose work in a subject is satisfactory is excused from the formal examination in that subject at the end of the fall and winter terms. All students are required to take the final examinations in June.

To secure the best results in recitation, the school limits the number in a class. The average is about twelve. This enables the masters to devote much individual attention to pupils.

Study hours are observed in the study-hall under the supervision of a master, in order that the pupils may acquire regular habits of study; but boys whose industry and faithfulness justify the privilege are allowed to study in their rooms during the evening study hours. The study-hall list is revised

every two weeks. The hours during which study is held may be ascertained from the list of "daily appointments" on page 18.

A pupil whose scholarship during a term falls below standard in eight or more hours per week is continued in his class only on probation and may be dropped or reclassified at any time at the discretion of the Faculty.

CLASS ADVISERS

In order that boys and masters may be as close together as possible in their mutual work, certain masters are appointed as class advisers. Each class adviser has a group of boys assigned to him, and it is his duty to map out the courses of study for his boys; to hold conferences with them regarding scholarship, conduct, etc.; to assist and advise in the various questions in their school life; to act as their representative in the faculty meetings.

REPORTS

In order that parents may keep in close touch with their sons' progress, official reports are sent every two weeks.

CHARACTER BUILDING

In developing what is undoubtedly most important in the adolescent boy, a strong and pure character, careful and kindly supervision is exercised, yet with such degree of liberty as may seem appropriate for the growing individual. The boy is taught to obey the best in himself. The relation between master and boy is close and friendly, the atmosphere wholesome. Each boy is treated according to the measure of his worth and spirit; no boy whose character is basically sound, and who really shows an earnest desire to do better, will be turned away from Lake Forest. If, unfortunately, an undesirable and incorrigible boy should be admitted, he will easily and quickly be discovered and will not be retained in the school.



Views on the Campus

RELIGIOUS LIFE

Prominent among the means employed in the development of the best in the boy is religion. The Academy was founded and is conducted under distinctly Christian auspices, and the truth is constantly emphasized that "the fear of God is the beginning of wisdom." The whole student body attends chapel each week-day morning, church on Sunday morning, and Vespers at five o'clock Sunday afternoon. Much thought is given to making these latter services suit the need of young men, and the messages brought to the student deal briefly and helpfully with the vital things of their lives. The greater number of these talks are given by the Headmaster. On Sunday evenings the classes meet for Bible study. Very frequently there is an outside speaker at the chapel exercises. The Rev. George Roberts, the Rev. J. H. Edwards, Dr. John S. Nollen, Dr. John Balcom Shaw, Dr. Joseph A. Vance, and the Rev. John Timothy Stone are among those who have brought religious messages at such times.

BUILDINGS AND GROUNDS

The house-dormitories in which the boys and the masters live are grouped in a semi-circle around Reid Hall. The buildings are lighted by electricity, heated from a central plant, and abundantly supplied with pure water by our own system from deep-driven artesian wells. To make assurance doubly sure the water is aerated and then filtered by the latest approved method. An analysis report from the State Board of Health states that it is of unusual excellence.

REID HALL, the gift of Mr. and Mrs. Simon J. Reid, of Lake Forest, contains recitation rooms, the chemistry and physics laboratories, the Study Hall, the Library, the Chapel, and the offices of the Headmaster. All the rooms have good light and ventilation and excellent furnishings of busts, pictures, casts, maps and books. The laboratories are unusually well equipped for the study of physics and chemistry in a

preparatory school, with apparatus approximating \$7,000 in value.

LIBRARY. The school library contains about six thousand volumes. It is open for the use of the students every day. The books have been well selected to assist the members of the school in their studies and to provide good reading in leisure hours. The library contains books of general reference as well as books of special reference in the various courses of study and standard works in poetry, history, literature and high-class fiction. The leading periodicals, magazines, and newspapers are kept on file.

EAST HOUSE, the largest of the student residences, with accommodations for fifty boys, contains apartments for married masters and suites for single masters, together with single rooms and suites for boys.

DURAND HOUSE, the gift of Mr. Henry C. Durand, of Lake Forest, accommodates twenty-four boys, with apartments for single and married masters. The Headmaster's apartments are in this house.

REMSEN HOUSE, the gift of Mr. and Mrs. Ezra J. Warner, of Lake Forest, accommodates thirty-four boys, with masters' apartments as in the other houses. Remsen House also contains the school dining room, where boys and both the unmarried masters and the married masters and their families take their meals. The table seatings are changed every two weeks, thus enabling each boy to become more quickly and better acquainted with all the masters and the other boys in the school.

WEST COTTAGE has accommodations for eight boys and a master's apartment.

THE GYMNASIUM, good when first erected in 1907, has been so enlarged within the last few years as to be scarcely recognizable. To the large room with its clear space of 100x45 feet for basketball, indoor baseball, and other games, there is now added a large apparatus room, 45x25 feet, a swimming pool, 60x20 feet, and an enclosed cinder track for indoor work in winter. Besides, there is a large dressing-room with steel



Front of Chapel from the Balcony



The Library

lockers and hot and cold showers. All the activities in the Gymnasium are very closely watched by the Physical Director. Every boy who comes to the Academy unable to swim, must learn to do so during the year. Instruction in swimming is given without extra charge. Mr. Norman C. B. Cox, director of swimming in the Chicago Athletic Association, wrote at the time of the dedication of the Lake Forest Academy pool: "We must send our boys to a school where they shall be taught to swim and to save life, the younger the better. Any youth of eighteen years of age who has not been taught to swim has not been properly educated. We are only just coming to a realization of this fact. Our Government has not yet awakened to the importance of establishing wide facilities for the teaching of swimming to children; but some of our great schools have. . . . Lake Forest Academy is one of the great educational establishments that in this country are leading the Government and pointing the way."

THE ATHLETIC FIELDS. The Academy is amply equipped with fields for the various outdoor sports. The main athletic field contains a baseball diamond and football field encircled by an oval cinder running track with a 220-yard straightaway. The new alumni field contains a second baseball diamond and football field.

TENNIS COURTS. There are eight excellent tennis courts on the campus.

GOLF COURSE. The school is exceedingly fortunate in the opportunity for golf afforded its boys. Through the courtesy of the Onwentsia Club, the students of the Academy who are not residents of Lake Forest may have the privilege of the Onwentsia Golf Course, one of the finest and best known in the country. This is an eighteen-hole course, with a total length of more than six thousand yards. It may be reached by a ten-minute walk from the campus. The club charges a nominal fee of fifteen dollars.

HOCKEY. A large space on the campus is flooded in winter to afford facilities for skating and hockey.

HOSPITALS. Lake Forest Academy is unusually fortunate in its hospital facilities.

Alice Home Hospital is the gift of the late Mrs. Henry C. Durand. This thoroughly modern institution is primarily intended for students' use. The operating room, known as the "Mr. and Mrs. Cyrus H. McCormick Operating Room," is complete in every detail. A new sterilizing room has been built, containing a large clothing sterilizer, water sterilizers, etc., all of Kny-Scheerer pattern. The sterilizing room is the gift of Mr. Delavan Smith.

Every possible facility is provided for the care of the infrequent cases of illness. The proximity of Chicago makes it possible to secure the best surgeons in an hour's time when operations are necessary in cases of appendicitis, etc. The charges to students are \$1.50 per day. The value of the hospital and equipment is \$30,000.

The Lake Forest Hospital for Contagious Diseases offers the best resources for combatting infectious and contagious diseases. It has been recently erected and is equipped with steam disinfecting plant and other modern appliances for handling such diseases.

RECENT IMPROVEMENTS

Within the last few years the value of the school plant and equipment has been greatly increased.

In 1912 the school received through the generosity of its alumni and friends a splendid swimming pool and large addition to the gymnasium, costing \$11,000.

During the past four years the following improvements and betterments have been added:

A gift of a large addition to the campus from Mr. Cyrus H. McCormick and Mr. Finley Barrell, \$10,000.

New marble shower baths; new plumbing and sewerage improvements, \$6,000.

Redecorating and refinishing buildings, \$6,000.

New seats in all recitation-rooms and new pews in chapel, \$1,500.



The Main Corridor in Reid Hall



View on the Onwentsia Golf Course

A system of electric gongs installed; new equipment placed in all recitation-rooms.

A Hygeia non-agitating filter with aerating system, capacity 18,000 gallons per hour, installed in the school waterworks system, \$6,000. This filter is the gift of Mr. Louis F. Swift.

The house dormitories rewired in accordance with the fire underwriters' latest specifications, and new fixtures installed, \$2,000. The gift of Mr. Louis F. Swift and a friend of the school.

The school library refurnished by the Class of 1914 and friends, \$1,000.

Cold storage and kitchen addition, \$2,000.

An increase in the available floor space of the gymnasium and a gallery installed, \$1,000.

Addition to the campus, gift of the trustees, \$2,000.

An additional artesian well, 1,200 feet deep, \$4,000.

First-aid room in the gymnasium, therapeutic violet-ray lamp and splendid x-ray outfit, \$1,500.

The value of the Academy plant and equipment now approximates \$450,000.

NEW HEATING AND POWER PLANT

A new heating and power plant has just been completed. New lines for steam and hot water have been laid and three water tube Stirling boilers have been installed. This excellent plant takes care of its work most admirably. The approximate cost of this great improvement and addition was \$75,000.

DAILY SESSION PLAN

The school is in session six days in the week. The daily schedule begins with chapel at eight o'clock, and closes at one. Particular attention is called to the fact that each afternoon is free for recreation and athletics. The single session plan is one of the most valuable features of the school-keeping system at Lake Forest. Without loss of time for study and recitation it prevents the day from dragging; it affords ample oppor-

tunity for getting out in the open for healthful exercise; it introduces adequate time for recreation into each day instead of grouping it all together at some one period, as at the end of the week, a plan which is patently unwise in a boarding school.

The arrangement of daily appointments is as follows:

6:50.	Rising-bell.
7:30.	Breakfast.
8:00.	Chapel.
8:25-1:00.	Recitations and study.
1:10.	Dinner.
1:45-5:30.	Recreation; physical training; drill; athletics.
5:30-6:25.	Study for boys seriously deficient in work.
6:30.	Supper.
7:00-7:30.	Recreation.
7:30-9:30.	Study for all boys.
10:00.	Lights out.

SUNDAY APPOINTMENTS

8:00.	Rising-bell.
8:45.	Breakfast.
10:45.	Church.
1:15.	Dinner.
5:15.	Vesper service.
6:00.	Supper.
8:45-9:30.	Bible Study.
10:00.	Lights out.

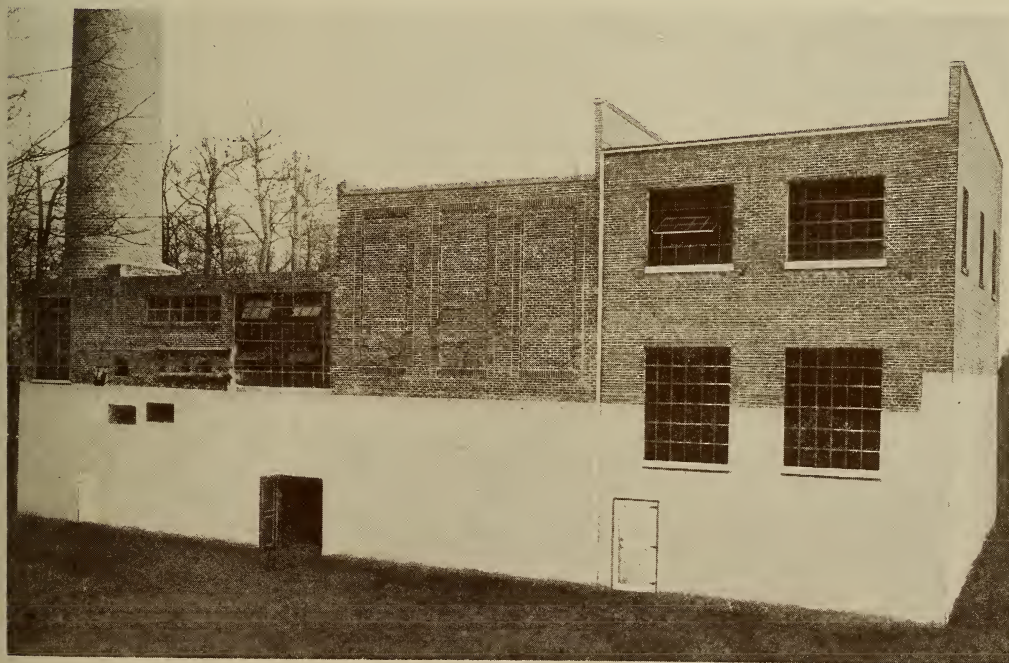
DISCIPLINE

The discipline of the school is not adapted to the incorrigible boy; it presupposes a reasonable amount of self-control and self-respect; the loyal way in which Lake Forest boys respond to such a method is a proof of its value.

The masters undertake friendly supervision with a view to encouraging the habit of efficient self-control. The boys are expected to do right and obey the rules even when a master is



East House



New Central Heating and Power Plant

not present. A boy who does not respond to this trust, or whose spirit and attitude toward authority are unsatisfactory, or whose character and influence are considered as undesirable in the school, is liable to dismissal from the Academy though no formal or specific charge be made against him.

The school does not employ the usual system of "black marks" imposed upon boys by an individual master on his own responsibility. Boys are admonished by the masters for minor offenses. If a student does not respond to these admonitions, his case is considered by the faculty acting as a whole. The faculty may or may not see fit to censure the boy. Censures are imposed in general for disregard of admonition or for serious and deliberate violations of rules. If a boy receives five censures he is placed "on campus" for not less than three weeks. Should he violate the campus restriction he is dismissed. Should he receive seven censures in any year he is dismissed.

All boys who are admitted to the school are required to give their word of honor as gentlemen in two fundamental things:

First. Since the use of tobacco by growing boys is inconsistent with bodily health and mental vigor, all boys are required to give their word of honor not to use tobacco during term time while under the school rules and regulations.

Second. They are required to give their word of honor not to go, without permission, outside a strip of territory which is approximately bounded by a line three miles north of the school, by a line five miles west of the lake, and by a line five miles south of the school.

The word of honor is jealously guarded by the boys in the Academy, and each new boy must understand thoroughly that complete adherence to his promise will be required by the force of student feeling and action.

If a boy should break his word of honor he would be instantly dismissed.

Any boy who absents himself from his dormitory at night after "lights out," without permission, thereby severs his con-

nection with the School. No explanation will be accepted regarding an infraction of this rule.

THE STUDENT COUNCIL

One of the most potent factors in the inner life of the school is the Student Council organization. The Council consists of nine members chosen by vote of the school. They take the lead among the boys of the school in assuming responsibility for clean living and sound school spirit. The work of the Council has proven of great value in maintaining the school on a high moral plane. The Council confers with students individually and collectively, and advises with the faculty on matters that are of vital importance to a good school.

SECRET SOCIETIES

Fraternities and secret societies are prohibited in the school.

ADMISSION

Parents who wish to enter their sons in the Academy must fill out the application blank, giving the boy's record and the names of at least two responsible persons in their community to whom the Headmaster may refer.

A boy who has been dismissed from some other preparatory school will not be admitted here. Not more than three or four boys will be admitted to the Senior Class, and only those having exceptionally good records in scholarship and conduct will be admitted to this class. Certificates of honorable dismissal from the school formerly attended, together with a statement of the work done there, must be presented. No application will be considered until these requirements have been complied with.

The acceptance of credits from other schools depends upon the standing of such institutions, and also upon their agreement with the graduation requirements of Lake Forest Acad-

emy. The Academy reserves the right to require an examination in any subject submitted for credit.

Unless otherwise notified, the Headmaster will suppose that all boys in the Academy are able and permitted to play the regular school games.

The requirements for admission to the First Class are, in general, those which are required for admission to secondary schools. Stress will be laid upon the standing in English and Mathematics.

DAY PUPILS

Although Lake Forest Academy is primarily a boarding school, good opportunities are offered to day students. Boys living in Evanston or farther away are not accepted as day students.

ABSENCE PERMITS

Punctual and regular attendance upon all the exercises of the Academy is required from all boys. Parents are requested to ask as few absences as possible from the Academy, and to see that the boys return promptly after vacations. No absence from Lake Forest will be allowed except upon written request from the parents, and then not oftener than twice a term. In urgent cases telegrams or long distance telephone calls should be directed to the Headmaster. The granting of a parent's request depends upon whether or not the student has campus restrictions. Only by having the heartiest co-operation of the parents in all matters pertaining to school policy can the authorities hope to be thoroughly successful in their efforts for the boy.

COURSES AND REQUIREMENTS

The work of the Academy is arranged in four classes, of which the fourth, or Senior Class, is the highest. In order to receive a diploma from the Academy a student must have satisfactorily completed at least sixteen credits of work. One credit means the completion of work amounting to not less

than one hundred and twenty recitation periods of sixty minutes each.

Of the sixteen credits eleven and one-half or twelve and one-half are required as follows:

Four credits in English;

One and one-half credits in Algebra and one credit in Plane Geometry;

Three credits in one foreign language or two credits in each of two foreign languages;

One credit in Physics or Chemistry;

One credit in History.

The remaining four and one-half or three and one-half credits are elective, but must be so distributed that the student can be admitted without conditions to a reputable college or scientific school. A boy's courses are chosen from the tabulated list on page 23, in accordance with the requirements of the college he expects to enter either by certificate or by examination. A boy is not permitted to take less than eighteen or more than twenty-four hours per week.

ARRANGEMENT OF SUBJECTS BY YEARS

	Courses	College Entrance Examinations
First Class	Latin Ia (6) Latin Ib (4) Algebra I (5) *English I (5) Physiology (2) Physiography (2) Ancient History (5)	Ancient History
Lower Middle Class	Latin II (6) Algebra II (4) *English II (4) French I (5) German I (5) Greek I (5) Spanish I (4)	{ Cæsar-Nepos { Latin Grammar { Elementary Composition Algebra I and II
Upper Middle Class	Latin III (5) Plane Geometry (5) *English III (4) French II (4) German II (5) Greek II (5) English History (4) Chemistry (5) Spanish II (4)	{ Cicero-Sallust { Advanced Composition Plane Geometry English I French A German A { Anabasis { Greek Grammar and Composition English History Chemistry Spanish A
Senior Class	Latin IV (5) *English IV (4) United States History and Civics (5) Greek III (4) Physics (5) Advanced Algebra (2) Trigonometry (2) Solid Geometry (3) French III (4) German III (4)	Vergil-Ovid English II United States History Iliad Physics Advanced Algebra Trigonometry Solid Geometry French B German B

The figures in parenthesis following the various subjects indicate the number of hours per week.

The second column headed "College Entrance Examinations" indicates what entrance examinations a student who is going to Harvard, Yale, Princeton, Mass. Inst. of Tech., etc., is prepared for, and when he is best fitted to take them.

*Public Speaking is required of all boys in connection with the English work of each year.

COURSES OF STUDY

FIRST CLASS

ENGLISH—*Literature*, twice a week:

First Term—Homer, "The Odyssey."

Second Term—Irving, "Sketch-Book"; Arnold, "Sohrab and Rustum."

Third Term—Parkman, "The Oregon Trail."

Rhetoric and Grammar, three times a week:

All Terms—Hitchcock, "New Practice Book."

LATIN Ia—"Latin for Beginners" (D'Ooge). Six times a week.

LATIN Ib—"Latin for Beginners" (D'Ooge); Cæsar, Books I-II (Walker). Four times a week.

MATHEMATICS — "Elementary Algebra" (Wells and Hart). Five times a week.

HISTORY — ANCIENT — "Ancient Times" (Breasted). "Ivanhoe" Map Series; numerous standard reference works. Davis' Readings (Volumes I and II) on Greece and Rome, used with text. Note-book work required. Five times a week.

SCIENCE—PHYSIOLOGY—"Elements of Hygiene and Sanitation" (Hough and Sedgwick); "Applied Physiology—Advanced" (Overton). Twice a week.

SCIENCE—PHYSICAL GEOGRAPHY—"Physical Geography" (Salisbury). Twice a week.

LOWER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Addison, Steele, and Budgell, "Roger de Coverley Papers"; Dickens, "A Tale of Two Cities."

Second Term—Coleridge, "The Rime of the Ancient Mariner"; Scott, "The Lady of the Lake."



Alice Home Hospital



View in a Ravine

Third Term—Scott, "Quentin Durward."

Rhetoric and Grammar, twice a week:

All Terms—Hitchcock, "New Practice Book."

LATIN—Cæsar, Books I-IV (Walker); Nepos (Lindsay); *Review of Grammar*; *Prose Composition* (D'Ooge). Six times a week.

GREEK—"The Elements of Greek" (Ball). Five times a week.

FRENCH—*Grammar*, "Shorter French Course" (Fraser and Squair); *Reading*, "La Belle France." Five times a week.

GERMAN—*Grammar*, Fraser and Van der Smissen's, "German Grammar"; *Reading*, "Vorwärts," (Bacon); "Im-mensee" (Storm). Five times a week.

SPANISH—"Spanish Grammar" (Wagner). "Spanish Reader" (Remy), one hundred pages of selected prose. Four times a week.

MATHEMATICS—"Second Course in Algebra" (through quadratics) (Wells and Hart). Four times a week.

UPPER MIDDLE CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Julius Cæsar," "As You Like It," and "The Merchant of Venice."

Second Term—Tennyson, "Idylls of the King"; Browning, Selections.

Rhetoric and Grammar, twice a week:

First Term—Lamont, "English Composition."

Second Term—Lamont, "English Composition."

Third Term—Frank, "High School Exercises in Grammar."

LATIN—Cicero, "In Catilinam," "De Imperio Pompei," "Pro Archia," "Pro Marcello" (D'Ooge); Prose (D'Ooge). Sallust, Selections. Five times a week.

GREEK—"Anabasis" (Goodwin and White); Review of Grammar. Five times a week.

FRENCH—*Grammar*, review based on Fraser and Squair's Grammar; *Composition*, "French Composition" (Koren). *Reading*, "Daudet's *Le Petit Chose*," Pailleron, "*Le Monde où l'on s'ennuie*." Molière's "*Le Médecin Malgré Lui*," and Dumas' "*La Tulipe Noire*." Four times a week.

GERMAN—*Review of Grammar*, based on texts read and specially prepared outlines; "Elementary German Composition" (Truscott and Smith); *Reading*, Wildenbruch, "*Das Edle Blut*"; Baumbach, "*Der Schwiegersohn*"; Keller, "*Romeo und Julia auf dem Dorfe*". Five times a week.

SPANISH — *Review of Grammar*, based on Wagner. "Spanish Prose Composition" (Umphrey); Alarcón, "*El Capitán Veneno*." Four times a week.

MATHEMATICS—PLANE GEOMETRY (Phillips and Fisher). Five times a week.

SCIENCE—CHEMISTRY (McPherson and Henderson). Lectures, recitations, laboratory work. Five times a week.

HISTORY—ENGLISH HISTORY. "A Short History of England" (Cheyney); "Readings in English History" (Cheyney); "Ivanhoe" Map Series. Note book work is required, based on an outline prepared by the instructor. Four times a week.

SENIOR CLASS

ENGLISH—*Literature*, twice a week:

First Term—Shakespeare, "Macbeth."

Second Term—Milton, "*L'Allegro*," "*Il Penseroso*," and "*Comus*"; Macaulay, "*Life of Johnson*."

Third Term—Washington, "*Farewell Address*"; Webster, "*First Bunker Hill Oration*"; Lincoln, Selections.

Rhetoric, twice a week:

All Terms—Scott and Denney, "*Paragraph-Writing*."

LATIN—Vergil, "Æneid," Books I-VI (Fairclough and Brown); "A Term of Ovid" (Gleason). Sight Reading. Five times a week.

GREEK—"Iliad", Books I-III, or equivalent amount of "Odyssey" (Seymour); Prose. Four times a week.

FRENCH—Review of Grammar, Advanced Composition, "Exercises in French Composition" (Bruce) and "French Composition" (Mansion). Reading, Racine's "Phèdre," Loti's "Ramuntcho," Molière's "Les Précieuses Ridicules," Hugo's "Les Travailleurs de la Mer."

GERMAN—*Composition*, "Writing and Speaking German" (Pope); Reading, Schiller, "Wilhelm Tell"; Baumbach, "Das Habichtsfräulein"; Riehl, "Der Fluch der Schönheit." Four times a week.

HISTORY—**AMERICAN HISTORY AND CIVICS**. "American History" (Muzzey); "Ivanhoe" Map Series. An outline showing the chief events in their proper order and relative importance is prepared by the instructor, and filled out by the students as the basis of a permanent note book. The course in American History is supplemented also by regular work in civics, using Bryce's "American Commonwealth" as a basis for study. Five times a week.

MATHEMATICS—**SOLID GEOMETRY** (Phillips and Fisher), three times a week; **Plane Trigonometry** (Conant), twice a week; **Advanced Algebra** (Hawkes), twice a week.

SCIENCE—**PHYSICS** (Millikan and Gale); Lectures, Recitations, Laboratory Work.

NOTE—Classes are usually not formed for less than four students.

ENGLISH DEPARTMENT

It is primarily the aim of the English Department to prepare boys to meet the demands of the colleges in their entrance requirements in English. To that end, a four-year course has

been arranged, in which a wide selection of books from the uniform college entrance list is carefully studied and thoroughly reviewed. It is the endeavor of the Department to have the tests and examinations given at least equal the college entrance examinations in severity, and to have the themes in class based upon topics measuring up to the college entrance standard. The practice in Composition, however, is extended to subjects drawn from everyday experiences of the boys as well as from the books studied in the classroom, but with the emphasis stressed upon the latter, in order to satisfy the stipulations of the colleges. At the close of the third year the class is ready to meet the requirements of English I of the College Entrance Board, the work of the fourth year being devoted entirely to the more advanced demands of English II. At graduation, therefore, a student is prepared in English to enter any of the Eastern colleges that admit only upon examination, or his diploma from Lake Forest will admit him also, without examination in English, to any certificate college that he may desire to enter.

In addition, however, to satisfying these demands on the part of the college entrance requirements, a review of Grammar is required in the first and third years, and a varying course in Rhetoric is followed throughout each of the four years. In all four classes, also, there is held daily a five-minute exercise in spelling, and neat, legible penmanship is strictly insisted upon in all the work of the Department.

Moreover, it is the endeavor of the English Department to cultivate in the students an appreciative enjoyment of good literature, as well as the power to express themselves correctly and effectively. The Library offers, in its collection of books and magazines, a wide field to those who wish to do collateral study or to extend their reading generally.

In co-operation with the Gargoyle Club, too, and in order to further an interest in the drama, groups of students, with a master accompanying, are encouraged to attend the performances of Shakespearean plays in Chicago, or of other plays that may be especially worth while, as a study in dramatic expression and for the purpose of witnessing the presentation



A Recitation Room



The Study Hall

of great art in literature by noted men and women distinguished for their great art in acting.

LATIN DEPARTMENT

A four-year course in Latin is offered, based on the new requirements for college entrance. In the first year two courses are offered, one of four hours per week for those who have had Latin in grammar school, and one of six hours per week for those who have had no Latin before. The work of the first year consists of thorough drill in the grammar and an introduction to Cæsar. In the second year the required amount of Cæsar and Nepos is read and the grammar reviewed in connection with composition based on the Cæsar. At the end of the first two years the student should be ready for the college examinations in Latin Grammar and Cæsar.

In the third year the prescribed amount of Cicero and Sallust is read and the study of grammar and composition is continued in preparation for the Advanced Composition examination. In the fourth year the required parts of Vergil's *Æneid* are read with selections from the remainder of the work and from Ovid.

The work throughout the entire course is in harmony with the spirit of the new requirements. The student is expected to learn to read Latin and understand it, not merely to grind out a translation and memorize it. To this end translation at sight is made a regular and important part of the work from the start.

GREEK DEPARTMENT

A two- or three-year course in Greek is offered for those who need it for entrance to college. The first two years are given to the study of grammar and Xenophon's *Anabasis* and the third, to Homer. The same principles underlie the courses in Greek as those in Latin. Accuracy in grammar work and grasp of the language as shown in sight translation, not the ability to recite fluently a previously prepared translation, are made the basis of the judgment of a student's work.

GERMAN DEPARTMENT

The German course of three years is planned primarily to meet the requirements for admission to the best colleges in the country. The first year is devoted to a careful study of the fundamentals of grammar, the declension of the noun and the adjective, the conjugation of the regular and irregular verbs, the peculiarities of German word order, etc. From one hundred to one hundred and twenty-five pages of easy German are read and translated with especial attention to construction and vocabulary. In the second year one hundred and fifty pages of fairly easy material are read, and in the third year three hundred and fifty pages of more difficult material are read. In both the second and third years the study of composition is carried on regularly. The work of all the years is designed to meet the requirements of the College Board. Boys are then prepared to take the examinations or to enter college by certificate of the school.

FRENCH DEPARTMENT

The courses in this department are based on the recommendations of the Modern Language Association of America and the College Entrance Examination Board. The student is advised to have at least one year of Latin before beginning the study of French.

Fraser and Squair's Shorter French Course is used in the first year, covering all the main principles of French grammar, including the more common irregular verbs. During the latter part of the year, much time is spent on dictation and connected composition based on the reader. The second year is given to reading and connected composition, the learning of all but the rare irregular verbs, and a thorough review of the main points of the grammar in preparation for the college Elementary French examinations. In the third year a systematic review of the grammar is made, extending the study to the finer points, and a large amount of reading is done, including some poetry and works of the seventeenth and eighteenth centuries as well

as modern prose. Students who have taken this course successfully should be able to pass the college advanced French examinations.

Throughout the course the main consideration is accuracy and thoroughness, especially in the mastery of the most important principles of grammar. A good pronunciation is insisted on and dictation is made a regular part of the course. As fast as the classes show the requisite quickness of thought, conversation is introduced, and in the higher courses it is possible to use French almost exclusively in the classroom.

SPANISH DEPARTMENT

The demand for Spanish has become so great that it has been found necessary to offer a two-year course in that language. The aim of the course is to give a good reading knowledge and the ability to write and speak the language correctly. A good pronunciation is insisted on, and dictation is used throughout the course to train the ear. The student who passes the course successfully should be able to read ordinary Spanish prose without difficulty, to understand Spanish when spoken clearly and carefully, and to carry on a simple conversation.

Wagner's Spanish Grammar is used in the first year. The work consists of careful drill in pronunciation and dictation, the study of the rudiments of grammar, and the reading of about one hundred pages of easy prose. Remy's Spanish Reader is used for this purpose, furnishing carefully selected material and an appropriate vocabulary for the actual use of the language in conversation on interesting topics of everyday life.

In the second year the study of grammar is continued with a thorough drill in the irregular verbs and the uses of the subjunctive, in order to prepare the student for the college examination in Elementary Spanish. Special emphasis is placed on translation and composition work, which in the second half of the year develops into regular Spanish correspondence. Modern Spanish authors (Alarcón, Galdós, Valera)

are read throughout the year, and the weekly reading of Spanish newspapers or magazines gives the student a direct insight into Spanish commercial terms and the ever growing trade relations between our country and Central and South America.

SCIENCE DEPARTMENT

The study of Science begins in the First Class with Physiology and Physical Geography. Chemistry is studied in the third, and Physics in the fourth year.

Chemistry—The chemical laboratory consists of two commodious, well-lighted rooms, equipped with water connections, gas, sinks, re-agent racks, lockers, and drawers, for twenty students. Re-agents, glass ware, and special apparatus are accessible at all times. The equipment approximates \$2,000 in value.

The course consists of a systematic lecture-room and laboratory study of the chief physical and chemical properties of the more common elements and their compounds. Attention is given to the atmosphere, flames, acids, bases, salts, oxidation, reduction, crystallization, manufacturing processes, familiar substances, combining proportions by weight and volume, elementary calculations, symbols and nomenclature, atomic theory, atomic weights and valency, nascent state, the natural grouping of the elements, solution, and electrolysis.

Physics—The physical laboratory is unusually well provided with European and American apparatus, and ranks with the best academic laboratories in the country. The value of the apparatus and equipment is approximately \$5,000.

The course gives a thorough foundation in the general physical principles in view of further study in more advanced schools. The lecture-room work is illustrated by qualitative experiments, while those of a purely quantitative nature are reserved for individual investigation in the laboratory.

The aim of the laboratory work is to supplement the student's fund of concrete knowledge and to cultivate his power of accurate observation and clearness of thought and expres-



Reid Hall



A Corner of the Physics Laboratory

sion. The exercises are chosen with a view to furnishing forceful illustrations of fundamental principles and their practical applications. They are such as yield results capable of ready interpretation, obviously in conformity with theory, and free from the disguise of unintelligible units.

HISTORY DEPARTMENT

The primary aim of the History Department is to introduce the student to historical methods of thinking and to teach him to use historical material intelligently. The standard set by the college entrance examinations in history makes it necessary for candidates to gain the historical view-point, and it is the constant endeavor of the department to secure this end. While regarding this as the most important object to be attained, there is no tendency to neglect the foundation on which it must be based—an accurate and comprehensive knowledge of the essential concrete facts of history.

Every effort is made to develop in the student a true appreciation of the meaning of history. Modern conditions are considered and parallels are constantly drawn. The daily newspapers and the standard magazines are regularly referred to, and students are taught practical lessons in government and politics.

The courses are conducted by discussions in the classroom based upon the text-book, outside reading in standard works, or in collections of extracts from the sources, and by talks from the master. Daily written tests show quickly how well the work is mastered. The relation of history to geography is constantly emphasized by reference to the globe and wall-maps in the classroom, and by outside work in historical outline atlases. Special attention is paid to map work, and each student is required to keep an accurate note-book.

MATHEMATICS DEPARTMENT

The courses in mathematics are based on the entrance requirements of the leading universities and technical schools.

As in the other departments, the subjects usually classed as half-year courses extend throughout the entire school year, thus making it possible for candidates for college entrance examinations to be in the best shape at the end of the school year.

The first year work consists in a thorough drill in the fundamentals of Algebra. The class is divided into small sections, and every effort is made to see that the members of the First Class get an accurate knowledge of Algebra to quadratics.

The second year is devoted to a study of the theory of indices, quadratic equations, graphs, arithmetical and geometrical progressions, and the binomial theorem. At the end of this year the student should be ready for the college entrance examination in Elementary Algebra.

Plane Geometry is studied in the third year. Each student is required to keep a note-book of original problems, which can then be used as a reference book for a systematic review at the end of the year.

For students who are planning to go to technical or engineering schools three courses in mathematics are offered in the Senior year. The three are Solid Geometry; Plane Trigonometry, including a special study of logarithms; and Advanced Algebra. The course in Advanced Algebra is planned to meet the requirements of the scientific and engineering departments of such universities as Yale, Cornell, and the Massachusetts Institute of Technology.

PUBLIC SPEAKING

A course in Public Speaking is maintained throughout the four years of school. The time given to this work amounts to about one and one-half hours per week. Every boy in school is required to take this course each year that he is a student here. It is a very valuable training for all boys. The master in Public Speaking devotes much thought and attention to the boys' work in this course, and every boy speaks many times each year before his class and before the Orange or the Black



A Physical Training Class



Military Drill, Company Formation

Club. Each boy is a member of one of these clubs, and the clubs meet on alternate Saturday nights for Public Speaking work in addition to the work in Public Speaking that is done in connection with the regular course in English.

The purpose in this course is not only to give students practice in talking before an audience, but also to aid them in learning to think closely and systematically. For correcting inaccurate and hazy methods of thinking there is no better training than systematizing and briefing material for debate, and this necessary fundamental groundwork is kept thoroughly in mind throughout the course. Teams for debating and declamation contests are chosen each year for competition between the clubs and with other schools.

PHYSICAL TRAINING

Because of a belief in the need of correct physical, as well as intellectual and moral, growth of the students, Physical Training was established in 1910 as a regular department of the Academy. Physical exercise is required five afternoons a week. The physical exercise hour is a regular appointment the same as other required appointments. The aim of the department is to promote health, systematic bodily development, and efficiency, to make a beginning in real physical education.

To this end a system has been established which includes the best of all "systems" of physical training. Recreative work alone will not accomplish this purpose, and the program must include not only recreative work but that which is also hygienic, corrective, educative, and developmental as well. The work is, therefore, required throughout the course.

PHYSICAL EXAMINATIONS

When a boy enters the School his parents are asked to fill out the "Personal History Blank," which contains an outline of past physical condition, including sickness, injuries, and hereditary tendencies. The data are considered strictly pri-

vate and are retained by the Physical Director to serve as a basis for advice concerning physical work.

At the beginning of each year every boy is required to have a medical examination by the School Physician, especial attention being given to the heart, lungs, and abdominal organs. No boy is allowed to take up vigorous physical work without this examination.

Each boy is then given a thorough physical examination by the Physical Director. This includes measurements, strength tests, and a complete physical diagnosis. Emphasis is placed upon a study of the heart rate and blood pressure both before and after exercise, and upon postural defects. In case of individual needs the boy is advised as to special work and hygienic habits. His physical condition is closely watched during the year and suggestions are given from time to time as needed. A second examination is given in June for comparative study, and a report of progress is sent to the parents with the student's record.

Supplemental examinations are given throughout the year to all boys who are members of athletic teams to determine whether participation in athletics is having any ill effects.

MILITARY TRAINING

When our Country declared war last year, a course of military training was instituted. The military work is done in the afternoons. The single session plan is particularly advantageous for this, permitting such work to be carried on without interfering with studies. It is our aim to give a thorough grounding in the fundamentals of military drill and the physical training work which is a part of the preparation of soldiers. The military regime is followed by the School during the afternoon drill hours. We are not making preparation for college secondary to military drill.

ORGANIZED ATHLETIC WORK

During the fall term the work consists largely of outdoor athletics, including football, soccer, field hockey, golf, tennis,

basketball, and cross country running. During the winter term the work of the gymnasium classes consists of vigorous drill in floor calisthenics, light and heavy apparatus, balancing and breathing exercises, gymnasium tactics, dancing steps, games, etc. The intention is to make this work recreative as well as corrective and strengthening. A special class in heavy apparatus is organized for advanced students who wish to work for the gymnasium team. In classes, students are required to wear regulation gymnasium suits consisting of shirt, long trousers and gymnasium shoes. Opportunity is given for games of basketball, indoor baseball, volley ball, indoor track work, and also for swimming. During the spring term the outdoor work is again resumed, consisting of baseball, tennis, golf, track and field athletics. The rudiments of the various American athletic sports are taught by actual experience in competition in order to encourage the student's interest in the upbuilding of his own body as well as in popular competitive pastimes.

SWIMMING

Swimming in the gymnasium pool is a compulsory part of the work for all students who are physically fit. If a boy has not learned how to swim before coming to the Academy, he will be taught by competent instructors free of charge. The Physical Department grants a swimming certificate when the work has been completed satisfactorily. Instruction is also given in life saving and resuscitation and a special "Life Saving Certificate and Insignia" is given for proficiency in this course.

INTERSCHOLASTIC ATHLETICS

In addition to the regular physical training work, teams for interscholastic competition in football, baseball, basketball, tennis, gymnastics, swimming, track and field athletics are organized and trained by special faculty coaches. Several teams are organized in each department of athletics in order that all boys may compete with others of their own age and size. No boy need sit idly on the side-lines. Lake Forest

Academy teams have always made a creditable record for true sportsmanship in competition with other teams. Most of the games are played at the Academy, no trips being taken that keep the students away over night. No student is allowed to enter interscholastic competition unless he keeps his studies up to passing grade in at least three full courses of academic instruction. The Academy stands for purity in athletics as well as in the personal life of the boy. Unless objection is received from the parents or guardians it is assumed that the students have permission to compete in all athletics. There are on the campus, two baseball diamonds, two football fields, eight tennis courts, an oval cinder running track with a 220-yard straightaway.

ORANGE AND BLACK CLUBS

In addition to the regular Academy athletic teams, two athletic clubs have been organized among the students for competition. These two clubs are named for the Academy colors, Orange and Black. Each student is enrolled in one of these clubs when he first enters the Academy.

The chief purpose of the clubs is to encourage intra-mural athletics. It has been proved conclusively that properly directed play and exercise are as essential factors in the most desirable development of students as any subject in the curriculum. Athletics in high schools are now subjected to more or less criticism for the reason that their nature is not such as to permit more than a comparatively small percentage of the students to participate successfully therein. This undesirable condition of affairs has been corrected here, and an examination of the annual schedule will show that Lake Forest cannot be included in the list of schools which give only "the favored few" the benefit of instruction.

All sports are more exhilarating and consequently more profitable when the spirit of competition is introduced. Our plan includes both team and individual competition. Club teams are organized in the chief sports. Emphasis is placed also on individual events such as punting, drop kicking, and forward passing in football; good throwing in basketball;



Views on the Athletic Fields

diving and swimming; all track and field events; and numerous events suitable for indoor competition during the winter.

The scoring system is so arranged that *every* boy in school, no matter how unskilled he is, may score one or more points for himself and for his club in *every* event. Special incentive is offered to better the initial effort and thus to score more points for each additional accomplishment.

By this variety of athletic sports students are prevented from overspecializing in any one sport. To give further encouragement to general development, the Physical Director offers a prize for the winner of the all-record competition.

GENERAL HEALTH CONDITIONS

The health of the student is safeguarded in every possible way. The Physical Director keeps constant watch over sanitary and hygienic conditions. He makes inquiries every morning in each dormitory, co-operating with the House Masters to forestall sickness, and gives personal attention to all cases of illness. In every case of illness that keeps a student from his regular work, a physician is called immediately and if it is the physician's opinion that the boy will be in bed more than one day, he is sent to Alice Home Hospital. Here he receives the best of treatment under the care of excellent physicians and trained nurses. A special student rate of a dollar and a half per day is charged, not including the physician's fees.

EMERGENCY TREATMENT

A new "First Aid" room has been added to the facilities of the Department of Physical Education. The room, twelve feet by twenty feet, is finished in the most sanitary manner. All furniture is white enameled. The equipment includes an electric stove, an electric heating pad, an electric massage machine, the latest type of "Therapeutic Arc Lamp," and a modern X-Ray Machine. The services of the Physical Director are available to the boys at practically any hour of the day or night. Emergency treatment is the only treatment attempted

by the Director. Included in such cases are bruises, contusions, sprains, slight wounds, skin abrasions, and so forth. Cases requiring medical treatment are referred to the School Physician.

PHYSIOLOGY

The aim of this course is to give the student elementary but practical knowledge of the structure, function, and care of the body, and of sanitary conditions under which we live. The course is two hours a week and is correlated with the work in physical training.

MUSIC DEPARTMENT

Arrangements for the study of music may be made with Henry Purmort Eames in piano; with Edward J. Freund in violin; with Signor Salvatore Tomaso in mandolin, guitar, and banjo. Charges for such study are extra.

The Glee Club, Mandolin Club, and Orchestra, trained by masters in residence at the school, give ample opportunity for ensemble practice, both instrumental and vocal. The joint concert given by the combined Musical Clubs is one of the notable features of the Mid-Winter Festivities held in February, and much emphasis is placed on the function properly performed by musical organizations in the life of the school.

DANCING

Lessons in modern dancing are given by Mr. J. Gregory Keane. Mr. Keane is a graduate of the Gilbert School of Dancing and the Duya School.

LECTURES AND ENTERTAINMENTS

A prominent feature of the school life in recent years has been the Entertainment Course, which has brought to Lake Forest Academy many notable people. As far as possible the entertainments are arranged to fall on Saturday evenings.

The school owns a latest model 6A Powers Motion Picture



The Musical Clubs



The Mid-Winter Dance

Machine, equipped with special Gunloch lens and compensare device. After study hall on the Saturday evenings when there is no lecture or other entertainment, motion picture entertainments are given. Pictures are shown which are both educational and entertaining.

In the past few years the lecture course has brought to the Academy such people as the following: Alfred Noyes; Mme. Carolina White; Leland Powers, Reader; The Metropolitan Grand Quartette; Frank Speaight, Interpreter of Dickens; Ralph Bingham, Humorist; W. W. Ginn, in "The Man from Home"; Laurant, Magician; Benjamin Chapin, "Lincoln"; Wilbur Arthur, "Monsieur Beaucaire"; Ross Crane, Cartoonist; George Underhill, Interpreter of Dickens; The Rawies, South Sea Islanders; Bohumir Kryl, the famous bandmaster and cornetist; Montraville Wood, Scientific Lecturer; The Zoellners, Musical Company; The Bostonian Sextette; Wm. M. Lewis, Lecturer; Kortschak, Violinist; Miss North, Soprano Soloist; The Ben Greet Players; and many others.

EXPENSES

The tuition for day pupils is \$250.00 for the year. This covers all charges except the fees mentioned below.

The charge for boarding pupils in single rooms is \$825.00 for the year. This covers tuition, living expenses, and the washing of thirty pieces per week.

LABORATORY AND OTHER FEES

Physics or Chemistry per year \$15.00

These charges are to cover the use of apparatus and the cost of material.

Lecture Course and Library per term \$5.00

Athletics per term 5.00

These fees cover the admission to all home games and lectures as well as to the privileges of the Athletic Association.

Mending Clothing	per year	\$10.00
Graduation Fee		5.00
Vocal Lessons	per lesson	1.50
Instrumental Lessons	per lesson	1.50

Pupils are received only for the entire year, except in the event of vacancies, which will be filled for the remainder of the year. *No deduction from the annual charge is made for the students who are dismissed or who leave after the opening of the year, except in cases of continued illness lasting three months or more, and then under no condition will more than half the charges be refunded.* Of the \$825.00 annual charge, \$425.00 is payable on the opening day of the school year, and \$400.00 on January 15th.

Parents are requested to allow only a limited amount of spending money. Some boys have only fifty cents a week; a dollar a week is a very liberal allowance. Neglect of this request will work strongly against the best interests of the boy.

The Academy has its own book and athletic stores. Besides books, the boys may here buy, or order, gymnasium and other outfits, stationery, pennants, etc. Only a limited amount of credit is given.

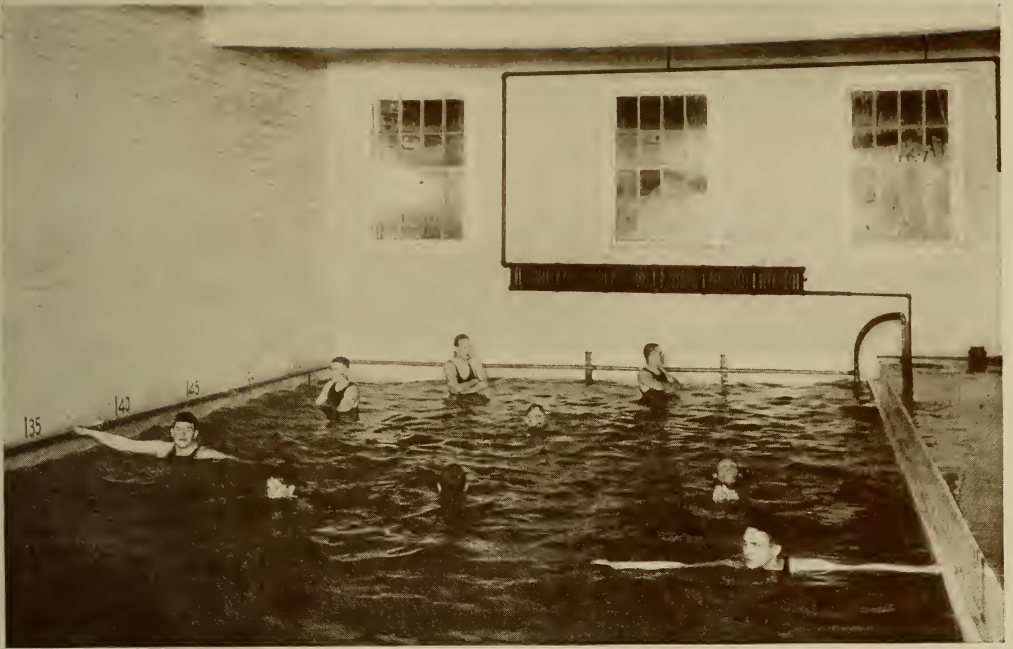
ROOM FURNISHINGS

Each room is furnished with a single bed and mattress, a table, chiffonier, and chair. Each boy is expected to bring:

2 Pairs of Sheets	4 Pillow Cases (Size of pillow,
2 Pairs of Blankets	23 x 29 in.)
2 Counterpanes or Couch Cover	12 Towels
(Size of bed, 6 ft. x 3 ft. 6 in.)	8 Napkins

Each article must be marked with the boy's name and initials, either stitched in or in indelible ink; all trunks should be plainly marked.

Boys should bring, in addition, a napkin ring, drinking glass, toilet soap, bath-robe, rugs (size of room 9x11 ft.), cur-



One End of the Swimming Pool



The Gargoyle Club Play

tains (size of window 6x4½ ft.), brushes, bootblackening, and stormy weather clothes.

ROOMS

Practically all rooms are so placed as to have the sun half of each day. The rooms are cared for by the school servants. However, boys are expected to pick up and put away their clothing and not to leave their rooms in unreasonable disorder.

All rooms are in good condition when assigned to students in September, and each boy is responsible thereafter for damage occurring in his own room. It is expected that each student will exercise the utmost care in avoiding injury to the rooms or halls. Any damage done must be paid for by the student at once. Students must bring only such wall decorations as can be hung from the moulding.

CAMP WAUBESA

Camp Waubesa, in charge of Mr. E. J. Rendtorff, Senior Master of Lake Forest Academy, is located on Lake Waubesa in Wisconsin. Although the Camp is not under the official control of the Lake Forest Academy Trustees, the scholastic work of the Camp is recognized and accepted by Lake Forest Academy. Boys may get competent instruction in their studies at this camp during summer, and thus make up work which will be accepted by the Academy. The Camp accepts boys of grammar and high school age.

For further information and catalogue address Mr. E. J. Rendtorff, Lake Forest, Illinois.

FIREARMS

Students are forbidden to have air guns or firearms of any kind in their possession.

AUTOMOBILES

Students are not allowed to have automobiles or motorcycles at the school.

THE SCHOOL PUBLICATIONS

THE SPECTATOR

Published each week throughout the school year by the students
of Lake Forest Academy.

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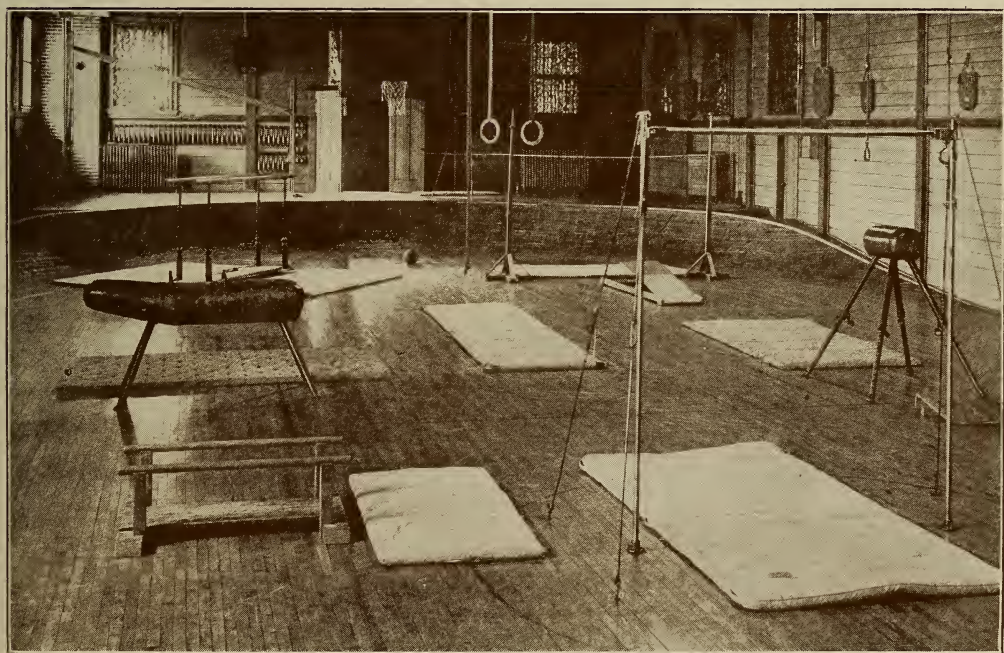
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Calendar and Poetry Editor . EDWARD DEWEY

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The Gymnasium



One End of the Gymnasium

THE MID-WINTER FESTIVITIES

On the Friday and Saturday nearest Washington's Birthday the school holds each year its "Mid-Winter Festivities." During this time one of the house dormitories is given over entirely to the guests of the members of the school, school work is discontinued for a day and a half, and the school gives its whole time to entertaining its visitors. At this time the Musical Clubs give their concert, the Gargoyle Club presents its annual play, and two dances and a basketball game add to the gayety. The festivities close with the formal Mid-Winter dance on Saturday night.

It is the policy of the school to condense its social activities as far as possible into one short period, rather than permit them to interfere with school work at all times of the year. Healthy social life has unquestioned value in the development of a boy's character, and we believe that the possible danger of an over-emphasis of this side of school life is met more effectually by concentration in this way than by any other method.

THE GARGOYLE CLUB

The Gargoyle Club, the Academy dramatic organization, presents a play annually during the Mid-Winter Festivities.

On February 23rd, 1918, the farcical comedy, "Mrs. Temple's Telegram," written by Wyatt and Morris, was successfully presented. The cast of characters was as follows:

<i>Jack Temple</i>	JOHN JAY WURTS,	'18
<i>Frank Fuller</i>	CHESTER BURKLEY ANDERSON,	'19
<i>Captain Sharpe</i>	RANDOLPH GIBSON OWSLEY,	'19
<i>Wigson</i>	PAUL DAVID BERGEN,	'19
<i>John Brown</i>	HARVEY KIMBALL WOODFORD,	'19
<i>Mrs. Jack Temple</i>	RICHARD WIGGIN FARNSWORTH,	'20
<i>*Dorothy</i>	GRIFFITH MARK,	'20
<i>Mrs. Frank Fuller</i>	EDWARD POOLE LAY,	'18
<i>Mrs. Brown</i>	DONALD PERKINS ANDREWS,	'19

*Cuthbert Guernsey McKay, '20, understudy for Mark.

THE MUSICAL CLUBS

The combined musical clubs, consisting of the Glee Club, Mandolin Club, and the School Orchestra, give a concert at Mid-Winter each year. In 1918 the program was as follows:

1. Aida March *Verdi*
ORCHESTRA
2. "Keep the Home Fires Burning" *Novello*
GLEE CLUB
3. Medley of Popular Airs *Arr. by Tomaso*
MANDOLIN CLUB
4. Winter Song *Bullard*
GLEE CLUB
5. Siren's Song *Kern*
MANDOLIN QUARTET
6. Selections from "Oh Boy" *Kern*
ORCHESTRA
7. "Swing Along" *Cook*
GLEE CLUB
8. Medley { Baby Vampire
Baby's Prayer at Twilight } . . . *Arr. by Tomaso*
Jump Jim Crow
MANDOLIN CLUB
9. ALMA MATER
COMBINED CLUBS

PERSONNEL OF MUSICAL CLUBS

GLEE CLUB

First Tenors—

HALEY
MCKAY
NELSON
NOWLAN
PHILLIPS

Second Tenors—

P. BERGEN
HAMAR
HYATT
PENNEY
WEINFELD
WOODFORD



The Football Team



The Football Squad

First Basses—

J. BARLOW
 FARNSWORTH
 HAASE
 R. OWSLEY
 WISE

Second Basses —

LAY
 L. BERGEN
 LINDBERG

MANDOLIN CLUB

First Mandolin—

NOWLAN
 KEYES
 OWSLEY
 MANDEL

First Banjo—

WACKERHAGEN
 BATES
 WIGGLESWORTH
 CONRAD

Second Mandolin—

FIELD
 WILLIAMS
 SATTLEY

Second Banjo—

HYATT
 HINRICHS
 ABT
 CANDY

MANDOLIN QUARTET

First Mandolin—

R. OWSLEY
 MANDEL

Second Mandolin—

HYATT

Third Mandolin—

NOWLAN

ORCHESTRA

First Violins—

HYATT
 FARNSWORTH
 PAAPE

Second Cornets—

HAMAR
 CANDY

Second Violins—

WYLIE
 NOWLAN

Piano—

LAY

Drums—

PENNEY

First Cornets—

PHILLIPS
 FREEMAN

THE SCHOOL CLUBS

The school is divided into two clubs, the Orange and the Black, which contend with one another for athletic and mental superiority. The membership in these school clubs for 1917-1918 is as follows:

ORANGE CLUB

ANDERSON	EMANUEL	LACEY	SHAW, C.
BARLOW, C.	FALLOW	LEAY	SHAW, H.
BARRON	FARR	LOUNSBERY	SMITH, C.
BATES	FIELD	MARSTON	THAYER
BEAN	FITZGERALD	MERRILL	THOMPSON, A.
BEARD, M.	FREEMAN	MOORE, L.	THOMPSON, W.
BOAK, C.	FRY, V.	NELSON	TRASK
BOND	GILBERT	NICHOLLS	VINCENT
BROWN	GREENLEE	NOWLAN	WACKERHAGEN
COLBURN	HAASE	OLMSTED	WEINFELD
COLVIN, R.	HALEY	PAAPE	WHITE
COOK, J.	HINRICHS	PETERS	WILLIAMS, S.
DAVIS	HOLBROOK	PORTER	WISE
DONNELLEY	HUTCHISON	ROCHFORD	WOODFORD
DYSON	KIMBALL	RUDOLPH	WYLIE
ELY	KING	SATTLEY	

BLACK CLUB

ABT	DAWSON	McELHINEY	PHILLIPS
ANDREWS	DEWEY	McKAY	PRESSINGER
ANNING	EHRLICHER	McNULTA	REICHMANN
ATLASS	ENGSTROM	MESSERSMITH	REITSCH
BARLOW, J.	FARNSWORTH	MILLER, J.	RUTHERFORD
BASELT	FLANNERY	MILLER, R.	SEARS
BASSETT	GREEN	MONTelius	SHAW, N.
BERGEN	HAMAR	MOORE, H.	SHERMAN
BERING	HOLLIDAY	NASH	THIBODEAUX
BOAK, R.	HYATT	NEWELL	THRUSTON
BREULEUX	JOHNSTONE	NOVAK	WALLACE
BRINKERHOFF	KAUFFMANN	ORTH	WHEELER
CANDY	KEYES	OWSLEY, P.	WIDMER
COLVIN, W.	LAY	OWSLEY, R.	WIGGLESWORTH
CONRAD	LINDBERG	PAGENKOPF	WILLIAMS
COOK, H.	MANDEL	PENNEY	WURTS
CRAMER	MARK		



The Baseball Team



The Track Team

THE ATHLETIC ASSOCIATION

Every boy is a member of the Athletic Association. This is under the direction of a Board of Control, consisting of the captains and managers of the various teams, together with the Headmaster and the Athletic Director. The captains are elected by the teams they lead; the managers by the Association. For 1917-18 these officers are:

Football Captain	A. A. JOHNSTONE
Football Manager	D. Q. PORTER
Basketball Captain	H. F. BOND
Basketball Manager	EDWARD DEWEY
Track Captain	R. G. OWSLEY
Track Manager	J. J. WURTS
Baseball Captain	J. C. NASH

THE SCHOOL MONOGRAM

The school monogram in various forms is awarded by the Board of Control to players on the football, basketball, baseball and track teams. The wearers of it for 1917-18 are:

FIRST FOOTBALL, 1917

JOHNSTONE, Captain	BEAN	OLMSTED
FRY, V.	WOODFORD	THOMPSON, W.
OWSLEY, R.	WISE	BOND
WYLIE	BERGEN, P.	PAAPE
	PORTER, Manager	

SECOND FOOTBALL, 1917

WIDMER	NELSON	HAASE
VINCENT	FARR	BASELT
CONRAD	SHAW, C.	NASH
SMITH	ABT	HOLLIDAY
LINDBERG	MANDEL	LEAY

FIRST BASEBALL, 1917

SCOTT, Captain
JANNOTTA
NASH

MALLERS
BOND
MOORE

JOHNSTONE
PRESSINGER
OSBORNE

THOMPSON, B., Manager

SECOND BASEBALL, 1917

SMITH
VONDRA

SHUTTS
BERGEN

FIRST TRACK, 1917

JAICKS, Captain
ROGERS
OWSLEY, R.

HAMET
NEWELL
BRINKERHOFF

NOTHDURFT
STAPLES, Manager

SECOND TRACK, 1917

SHUMWAY

DEWEY

HEAVY WEIGHT BASKETBALL, 1918

BOND, Captain
BATES

KING
PAGENKOPF

WOODFORD
DEWEY, Manager

SECOND TEAM

BERGEN

OWSLEY, R.

LIGHT WEIGHT BASKETBALL, 1918

LOUNSBERY
WIGGLESWORTH

NOWLAN
SHAW, H.



Views in Lake Forest

ACADEMY TRACK RECORDS

880 Yard Run	Percival	1:59 $\frac{2}{5}$ sec.
120 Yard Hurdles	Schnur	:15 $\frac{3}{5}$ sec.
100 Yard Dash	Ingersoll and Bauer	:10 sec.
220 Yard Dash	Scott	:22 $\frac{3}{5}$ sec.
440 Yard Dash	Jaicks	:51 $\frac{4}{5}$ sec.
Mile Run	Hamet	4:47 sec.
220 Yard Hurdles	Cotton	:26 sec.
Shot Put (16 lbs.)	Bedell	38 ft. 6 in.
Shot Put (12 lbs.)	R. Owsley	46 ft. 7 in.
Hammer Throw	Alderman	164 ft. 2 in.
Discus Throw	Alderman	125 ft. 7 in.
Javelin Throw	R. Owsley	157 ft. 3 in.
Running High Jump	Bancker	5 ft. 8 $\frac{7}{8}$ in.
Running Broad Jump	Cooper	21 ft. 10 $\frac{1}{2}$ in.
Pole Vault	Myers	11 ft. 6 in.
20 Yard Dash (indoor)	Schnur	:02 $\frac{3}{5}$ sec.
40 Yard Dash (indoor)	<div> <div>Cooper</div> <div>Scott</div> <div>Zimmerman</div> </div>	:044 $\frac{4}{5}$ sec.
60 Yard Dash (indoor)	Schnur and Ingersoll	:06 $\frac{2}{5}$ sec.
300 Yard Dash	Ingersoll	:34 $\frac{1}{5}$ sec.

RELAYS

One Mile Relay (six men, indoor)	<div> <div>Bishop</div> <div>Miller</div> <div>Flewellyn</div> <div>De Bronkart</div> <div>Haynes</div> <div>Barger</div> </div>	3:48 $\frac{2}{5}$ sec.
One Mile Relay (four men, indoor)	<div> <div>Bishop</div> <div>Percival</div> <div>Miller</div> <div>Flewellyn</div> </div>	3:48 $\frac{1}{2}$ sec.

COMMENCEMENT

June 15 and 16, 1917.

FRIDAY, JUNE THE FIFTEENTH

Tennis Match (Academy Campus)	2:30 P. M.
Class Day Exercises } (Reid Hall Chapel)	4:30 P. M.
Declamation Contest }	
Senior Dance (Academy Gymnasium)	7:45 P. M.

SATURDAY, JUNE THE SIXTEENTH

Graduation Exercises (Reid Hall Chapel)	11:00 A. M.
Commencement Luncheon (Academy Gymnasium)	12:30 P. M.

CLASS DAY EXERCISES

Poem	OTTO K. SCHREIER
History	JOSEPH JANNOTTA
Song—"Fair Lake Forest"	
Prophecy	DAVID SMITH FOSTER
Announcement of Athletic Honors and Distribution of Prizes	

MR. FLOYD L. BROWN

Song—"Loyalty"	
Ivy Oration	STUART WILLIAM COOPER
Reception of the Spade for the Class of 1918	JOHN CALHOUN NASH
School Cheers	

GRADUATION EXERCISES

THE CHAPEL, 11:00 A. M.

- I. March (*Processional*) MR. ISAAC VAN GROVE
- II. Responsive Reading . Led by PRES. JOHN SCHOLTE NOLLEN
- III. Hymn—"Coronation" Holden
- IV. Prayer REV. GEORGE ROBERTS, JR.
- V. Vocal MME. AUGUSTA LENSKA
- VI. Address, by Rev. James G. K. McClure, D. D., LL. D., President of McCormick Theological Seminary.
- VII. Vocal MME. AUGUSTA LENSKA
- VIII. Presentation of Diplomas by the Headmaster with the Announcement of Prizes.
- IX. Vocal MME. AUGUSTA LENSKA
- X. Benediction REV. GEORGE ROBERTS, JR.
- XI. March (*Recessional*) MR. ISAAC VAN GROVE

PRIZES

The Haven Medal is given annually in memory of the late Dr. A. C. Haven of Lake Forest to the member of the graduating class who has had the highest average in scholarship during his Upper Middle and Senior years.

The Arthur Somerville Reid Medal is given annually by Mrs. Simon J. Reid of Lake Forest to the member of the graduation class who has stood second during his Upper Middle and Senior years.

The Hobart C. Chatfield-Taylor Prize of a set of Thackeray is presented by Mr. H. C. Chatfield-Taylor of Lake Forest to the boy who, in the judgment of the faculty, speaks the best English among the boys of the school.

The Rose Farwell Chatfield-Taylor Prize of twenty-five dollars in gold is presented by Mrs. H. C. Chatfield-Taylor of Lake Forest to the member of the Senior Class who by his industry, manliness, and honorable conduct has done most for the life and character of the boys of the school. The award of this prize is made by the faculty after having considered the results of a secret ballot by the boys of the school.

The Fidelity Prize of twenty dollars in gold is presented by a friend of the school to that holder of a scholarship who has made the most satisfactory all-around record in scholarship, industry, athletics, and influence in his class.

The Talbott Prize Cup is presented by Captain Nelson Strowbridge Talbott of Dayton, Ohio, to the member of the Senior class who, in the judgment of the faculty, is most proficient in scholarship and athletics combined.

The Howard Morris English Prize is given each year by Mr. Howard Morris of Milwaukee to the member of the Lower Middle Class who has done the best work in English during the year.

The Albert Candy Prize of twenty dollars in gold is presented by Mr. Albert Candy of Chicago to that member

of the First Class or Lower Middle Class who, in the judgment of the faculty, has made the greatest general improvement in studies, conduct, spirit, and attitude in the school.

The Clyde Carr Spelling Prize is presented by Mr. Clyde M. Carr of Lake Forest to the boy who has made the best record in spelling.

A prize cup is given by the Athletic Association to the boy who breaks the School record in a track event.

The Pressinger Tennis Cups are given by Mr. W. P. Pressinger of Chicago to the boy winning the annual spring tennis tournament and to the boy winning second place.

Prize Cups are given by a friend of the school to the boy winning first place in the fall tennis tournament and to the boy winning second place.

A prize cup is given by the Physical Director to the boy who makes the best all-around record in the Orange and Black competition.

A prize cup is given by the Athletic Association to that member of the baseball team who has the highest batting average for the season.

The Richards Debate Medals are given by Mr. John W. Richards to the members of the school debating team.

The Club Tennis Cup has been given by the trustees to be contested for in tennis singles between the athletic clubs.

A prize of Books is given annually for excellence in Latin, Greek, Plane and Solid Geometry, Algebra, Trigonometry, French, German, Spanish, History, Physics, Chemistry, English, Physiography, and Physiology.

The William C. Dickinson Scholarship of \$1,000 was founded by the Presbyterian Church of Lake Forest for the benefit of a student in the Academy; such student to be appointed by the Session of the Lake Forest Church, or, failing such appointment, by the Headmaster of Lake Forest Academy.



A Lake View

AWARD OF PRIZES, JUNE, 1916

THE HAVEN MEDAL

For Excellence in Scholarship in the Upper Middle and Senior Years

STUART WILLIAM COOPER

THE ARTHUR SOMERVILLE REID MEDAL

For the Second in Rank in the Upper Middle and Senior Years

HERBERT GUY COPP

THE CLYDE CARR SPELLING PRIZE

For the Best Record in Spelling

FRANKLIN JAMES WHITE SCHMIDT

THE PRESSINGER TENNIS CUPS

First Place

SHERMAN DRAKELEY STEARNS

Second Place

HERBERT DORCHESTER ANNING

THE HEADMASTER'S DECLAMATION CUP

HIRAM MERRILL NOWLAN

Honorable Mention

CHARLES EDMUND BEARD

THE HOBART CHATFIELD-TAYLOR PRIZE

For Excellence in Spoken English

JAMES MEEK CAMP

THE ROSE FARWELL CHATFIELD-TAYLOR PRIZE

For the Senior Boy of Highest General Character

LLOYD MOSS BERGEN

THE FIDELITY PRIZE

For the Scholarship Boy with Best All-around Record

JOHN CALHOUN NASH

THE TALBOTT PRIZE CUP

For the Senior Boy who has the Best Record in Scholarship and Athletics Combined

ELMER FROST NEWELL

BOOK PRIZES

For Excellence in Latin

SHERMAN STEARNS

HERBERT HAYWARD KIMBALL

HAROLD ROCKWELL

WHITFIELD PRICE PRESSINGER, JR.

For Excellence in German

JAMES DWIGHT ROGERS

JACK HARRY LOWENTHAL

HARRY WILLIAM MOORE

Honorable Mention

HERBERT GUY COPP

JOHN CLARKE CORDIS MILLER

For Excellence in French

MARION WARNER LAFOLLETTE

HERBERT GUY COPP

HIRAM MERRILL NOWLAN

Honorable Mention

JACK HARRY LOWENTHAL

THOMAS LYON FENTRESS

For Excellence in History

JAMES MEEK CAMP

JOHN CLARKE CORDIS MILLER

STUART WILLIAM COOPER

Honorable Mention

WILLIAM HAROLD SEARS

ELMER FROST NEWELL

RALPH LEIGH ATLAS

For Excellence in Algebra

STUART WILLIAM COOPER

FREDERICK CHRISTIAN BASELT

THEODORE KEETON ELLIOTT

Honorable Mention

ELMER FROST NEWELL

For Excellence in Plane Geometry

Honorable Mention

JOHN CLARKE CORDIS MILLER

HARRY WILLIAM MOORE

For Excellence in Solid Geometry

Honorable Mention

FREDERICK CHRISTIAN BASELT

HERBERT GUY COPP

For Excellence in Trigonometry

STUART WILLIAM COOPER

For Excellence in Physics

Honorable Mention

STUART WILLIAM COOPER

JOHN CLARKE CORDIS MILLER

For Excellence in English

JACK HARRY LOWENTHAL

WILLIAM HAROLD SEARS

HERBERT HAYWARD KIMBALL

THOMAS LYON FENTRESS

Honorable Mention

CHARLES EDMUND BEARD

For Excellence in Chemistry	For Excellence in Physiology
MARION WARNER LAFOLLETTE	FRANKLIN JAMES WHITE SCHMIDT
For Excellence in Spanish	
FRANKLIN JAMES WHITE SCHMIDT	
For Excellence in Physiography	Honorable Mention
RALPH LEIGH ATLAS	PAUL FERDINAND HAASE

HONOR ROLLS

FIRST HONOR ROLL

(Above 87)

None

SECOND HONOR ROLL

(80-87)

STUART WILLIAM COOPER	HERBERT GUY COPP
JOHN CLARKE CORDIS MILLER	HERBERT HAYWARD KIMBALL
FRANKLIN JAMES WHITE SCHMIDT	ROLLIN ELLIS MILLER
HIRAM MERRILL NOWLAN	

THIRD HONOR ROLL

(73-80)

FREDERICK CHRISTIAN BASELT	HAROLD ROCKWELL
JACK HARRY LOWENTHAL	HARRY WILLIAM MOORE
MARION WARNER LAFOLLETTE	HIRAM BELDING YOUNG
ELMER FROST NEWELL	

DIPLOMAS AWARDED, 1917

CLARKE DAVIS BASSETT	GERALD BROWN MONTAGUE
CHARLES EDMUND BEARD	HARRY WILLIAM MOORE
ROWLAND ROWLEY BOSWELL	DAVID ROBERT PIERSON
STUART WILLIAM COOPER	JAMES DWIGHT ROGERS
HERBERT GUY COPP	OTTO KASPER SCHREIER
STANLEY BARNES FARWELL	ROLAND HALLETT SHUMWAY
STUART ROSS FRENCH	GEORGE MCLELLAN STAPLES
JACK RUSSELL GARDNER	SHERMAN DRAKELEY STEARNS
WILLIAM HARVEY INGHAM	RIESS GEORGE STUHLER
MARION WARNER LAFOLLETTE	EDMUND HAYDEN WILCOX
JACK HARRY LOWENTHAL	HIRAM BELDING YOUNG
HERBERT FREDERICK ZIPP	

SOCIAL AND ATHLETIC CALENDAR
WINTER TERM, 1917-18

- | | | |
|----------|--------|--|
| January | 19. | Basketball, Crane High School at Lake Forest. |
| January | 19. | Ferry Hall Faculty Dance. |
| January | 19. | Croatian Musical Concert. |
| January | 20. | Talk by Miss Everts on Food Conservation. |
| January | 26. | Ben Greet Players. |
| January | 26. | Basketball, Northwestern Academy at Naperville. |
| January | 29. | Basketball, New Trier High at Kenilworth. |
| February | 2. | Basketball, Wheaton Academy at Lake Forest. |
| February | 2. | Motion Pictures at Academy. |
| February | 6. | Basketball, Emerson High at Gary, Indiana. |
| February | 9. | Informal Dance. |
| February | 9. | Basketball, South Bend at Lake Forest. |
| February | 13. | Basketball, Loyola Academy at Lake Forest. |
| February | 16. | Basketball, Northwestern Academy at Lake Forest. |
| February | 16. | Motion Pictures at Academy. |
| February | 20. | Basketball, Racine College at Lake Forest. |
| Feb. | 22-23. | Midwinter Festivities. Program: Musical Clubs' Concert (Feb. 22, 7:15 p. m.); Informal Dance (Feb. 22, 9:00 p. m.); Basketball game (Feb. 23, 10 a. m.); Gargoyle Club Play (Feb. 23, 2:30 p. m.); Mid-Winter Dance (Feb. 23, 7:30 p. m.). |
| February | 26. | Basketball, Waukegan High at Waukegan. |
| March | 1. | Lecture on "Dogs" by Mr. Baynes. |
| March | 2. | Basketball, Loyola Academy at Loyola. |
| March | 9. | Basketball, Culver Military Academy at Lake Forest. |

Students

FIRST CLASS

MERLYN DONALD BEARD
CHARLES DONNELLY BOAK
ROBERT BOAK
ALBERT TENNYSON CANDY, JR.
GEORGE WOODS COLBURN
HARRY CAMERON COOK
JAMES LOWELL COOK
CORWITH CRAMER
ELLIOTT DONNELLEY
ROBERT POLLOCK ELY
ROY FLANNERY
ARTHUR LEONARD FREEMAN
GEORGE SHEPARD GREEN
ROBERT FARGO GREENLEE
HUGH MILLER HUTCHISON
JOHN LYMAN LACEY
WALTER EMIL LINDBERG
GRIFFITH MARK
THOMAS EWART MARSTON
HERBERT McNULTA, JR.
GEORGE GRANT MESSERSMITH
PAUL HARDING OWSLEY
FRANK KARL PAGENKOPF
JOSEPH PENN
PERCY CECIL ROCHFORD
FRANK DOHN RUDOLPH
CLARENCE WILLIAM SHAW
HAROLD SUTHERLAND SHAW
NORMAN PRATT SHAW
PAGE JOSEPH THIBODEAUX, III.
AUGUSTUS CHARLES THOMPSON
PAUL EDMUND WHITE
HENRY CHARLES WYLIE

LAKE FOREST, ILLINOIS
HUBBARD WOODS, ILLINOIS
HUBBARD WOODS, ILLINOIS
CHICAGO, ILLINOIS
MT. HARRIS, COLORADO
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
LAKE FOREST, ILLINOIS
WINNETKA, ILLINOIS
EVANSTON, ILLINOIS
FLINT, MICHIGAN
MANHATTAN, KANSAS
CHICAGO, ILLINOIS
MINERAL POINT, WISCONSIN
HAVANA, ILLINOIS
CHICAGO, ILLINOIS
LAKE FOREST, ILLINOIS
LAKE FOREST, ILLINOIS
LAKE FOREST, ILLINOIS
CHICAGO, ILLINOIS
WINNETKA, ILLINOIS
CHICAGO, ILLINOIS
BELLEVILLE, ILLINOIS
LAKE FOREST, ILLINOIS
WINNETKA, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
CHICAGO, ILLINOIS
TOULON, ILLINOIS
OSKALOOSA, IOWA
WAUKESHA, WISCONSIN

JOHN DAWSON
JOHN GILBERT
HAROLD ROWE HOLBROOK
STANLEY RUSSEL LEAY

DALHART, TEXAS
OAK PARK, ILLINOIS
COLUMBUS, OHIO
ROCKFORD, ILLINOIS

LOWER MIDDLE CLASS

KENNETH LEROY ADAMS
DONALD PERKINS ANDREWS
HERBERT DORCHESTER ANNING
BENJAMIN RICE BASSETT
HOWARD FRANCIS BOND
WILLIAM BREWSTER DAVIS
FREDERICK DYSON
JAMES GEORGE EHRLICHER

ELKHART, INDIANA
CHICAGO, ILLINOIS
WINNETKA, ILLINOIS
TULSA, OKLAHOMA
HILLSBORO, OHIO
CHICAGO, ILLINOIS
VIROQUA, ILLINOIS
PEKIN, ILLINOIS

LOWER MIDDLE CLASS—Continued

RICHARD WIGGIN FARNSWORTH
 JOHN EDWIN FITZGERALD
 JOHN ARCHBOLD KING
 GEORGE HOYT LOUNSBERY
 GUERNSEY CUTHBERT McKAY
 HARRY AUGUSTUS MONTELIUS
 HERBERT CONANT NICHOLLS
 FREDERICK DOYLE PENNEY
 JOHN TILTEN PHILLIPS
 ERNEST EDWARD REITSCH
 CHARLES MYNN THRUSTON
 NORMAN ALEXANDER TRASK
 ARMIN AMES WIDMER

JANESVILLE, WISCONSIN
 TULSA, OKLAHOMA
 EVANSTON, ILLINOIS
 RIVERSIDE, ILLINOIS
 KOBE, JAPAN
 PIPER CITY, ILLINOIS
 WINNETKA, ILLINOIS
 FULLERTON, NEBRASKA
 GREEN BAY, WISCONSIN
 ROCKFORD, ILLINOIS
 NASHVILLE, TENNESSEE
 BALLANTINE, MONTANA
 CENTERVILLE, IOWA

RALPH LEIGH ATLAS
 WILLARD OTIS COLVIN
 ELLARD JOHN EMANUEL
 KENNETH HAMILTON HAMAR
 FRANK NOVAK, JR.
 EDWARD CORYDON RICH
 CHARLES HEWITT SMITH

LINCOLN, ILLINOIS
 CHICAGO, ILLINOIS
 NEW YORK, NEW YORK
 CHASSELL, MICHIGAN
 CHICAGO, ILLINOIS
 KEOKUK, IOWA
 CHICAGO, ILLINOIS

UPPER MIDDLE CLASS

LAWRENCE EDWARD ABT
 CHESTER BURKLEY ANDERSON
 CHARLES WILLIAM BARLOW
 JOHN WILLIAM BARLOW
 ALEXANDER BARRON
 MARCUS CORNELL BATES
 WILLIAM BRONSON BEAN
 PAUL DAVID BERGEN
 ALBERT ALOYSIUS BREULEUX
 EVERETT ANSON BROWN
 WILLIAM LINDSAY CONRAD
 VIRGIL ERNEST FRY
 RICHARD ARTHUR HALEY
 HARRY HARDING HYATT, JR.
 JOHN HOWELL KAUFFMANN
 ARTHUR HYDE KEYES
 HERBERT HAYWARD KIMBALL
 LEON MANDEL, II.
 GEORGE WILLIAM McELHINEY, JR.
 ROLLIN ELLIS MILLER
 LEONARD BERNICE MOORE
 NICHOLAS JOSEPH NELSON, JR.
 DOUGLAS KINNEY NEWELL
 HIRAM MERRILL NOWLAN
 ROBERT HENRY OLMSTED, JR.
 RANDOLPH GIBSON OWSLEY
 WILLIAM REICHMANN
 JAMES LUIN RUTHERFORD
 MYRON ALDEN THAYER

CHICAGO, ILLINOIS
 LA GRANGE, ILLINOIS
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 ANCACHO, PERU
 CHICAGO, ILLINOIS
 STILLWATER, MINNESOTA
 MILWAUKEE, WISCONSIN
 HILLSBORO, OHIO
 DECATUR, ILLINOIS
 STILLWATER, MINNESOTA
 ST. PAUL, MINNESOTA
 CHICAGO, ILLINOIS
 KIRKWOOD, MISSOURI
 DES MOINES, IOWA
 DES MOINES, IOWA
 DAVENPORT, IOWA
 CHICAGO, ILLINOIS
 CHICAGO, ILLINOIS
 LIBERTYVILLE, ILLINOIS
 BURLINGTON, IOWA
 CHICAGO, ILLINOIS
 KENOSHA, WISCONSIN
 JANESVILLE, WISCONSIN
 OMAHA, NEBRASKA
 LAKE FOREST, ILLINOIS
 KENILWORTH, ILLINOIS
 BATESVILLE, ARKANSAS
 ROCKFORD, ILLINOIS

EDWARD NORTHRUP WACKERHAGEN	RACINE, WISCONSIN
ROBERT YOE WILLIAMS	HIGHLAND PARK, ILLINOIS
ROSS WALLACE	DES MOINES, IOWA
HARVEY KIMBALL WOODFORD	NEW BRITAIN, CONNECTICUT

WILSON MORRISON BERING, JR.	DECATUR, ILLINOIS
RICHARD COLVIN	CHICAGO, ILLINOIS
DANFORTH HAYES FALLOW	CHICAGO, ILLINOIS
ALEXANDER ANTHONY JOHNSTONE	KEOKUK, IOWA
FREDERICK KINYON	KIRKWOOD, MISSOURI

SENIOR CLASS

FREDERICK CHRISTIAN BASELT	CHICAGO, ILLINOIS
JOHN WILLIAM BRINKERHOFF	SPRINGFIELD, ILLINOIS
EDWARD DEWEY	MILWAUKEE, WISCONSIN
EDGAR FARR	MILES CITY, MONTANA
PAUL FERDINAND HAASE	OAK PARK, ILLINOIS
FREDERICK HINRICHS	MILWAUKEE, WISCONSIN
EDWARD POOLE LAY	KEWANEE, ILLINOIS
JOHN CLARKE CORDIS MILLER	RACINE, WISCONSIN
HARRY WILLIAM MOORE	SIOUX CITY, IOWA
LEONARD JAMES ORTH	WILMETTE, ILLINOIS
WALDEN WALTER PAAPE	LAKE FOREST, ILLINOIS
DAVID QUIGG PORTER	CHICAGO, ILLINOIS
WHITFIELD PRICE PRESSINGER, JR.	CHICAGO, ILLINOIS
HOPE CODY SATTLEY	CHICAGO, ILLINOIS
WILLIAM HAROLD SEARS	DES MOINES, IOWA
LUCIUS BOOTH SHERMAN, JR.	WINNETKA, ILLINOIS
WILLIAM JAMES THOMPSON	CHICAGO, ILLINOIS
JEAN SHAW VINCENT	MISSOURI VALLEY, IOWA
GUSTAVE FRANKEL WEINFELD	LIMA, OHIO
JAMES DONOVAN WIGGLESWORTH	WILMETTE, ILLINOIS
MILES STANLEY WILLIAMS	NEVADA, OHIO
WATSON WILLIAM WISE	SAPULPA, OKLAHOMA
JOHN JAY WURTS	CHICAGO, ILLINOIS

STANLEY MATHEW HOLLIDAY	MONMOUTH, ILLINOIS
JOHN CALHOUN NASH	PHEBA, MISSISSIPPI
RICHARD BRUCE PETERS	OMAHA, NEBRASKA

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